DEVELOPING A VOCATIONAL TRAINING SYSTEM FOR THIRD WORLD COUNTRIES - GHANA AS PARADIGM

Inaugural - Dissertation
zur
Erlangung des Akademischen Grades
eines
Doktors der Erziehungswissenschaften
genehmigt von der
Universität Dortmund

Vorgelegt von

JAMES DANKWAH
aus Koforidua/Ghana

1983

DEVELOPING A VOCATIONAL TRAINING SYSTEM FOR THIRD WORLD COUNTRIES - GHANA AS PARADIGM

Inaugural - Dissertation
zur
Erlangung des Akademischen Grades
eines
Doktors der Erziehungswissenschaften
genehmigt von der
Universität Dortmund

Vorgelegt von

JAMES DANKWAH
aus Koforidua/Ghana

UNIV.
LEIDEN
BIBL.

Erster Gutachter: Prof. Dr. Doris Elbers

Abteilung Sondererziehung und
Rehabilitation der Universität Dortmund

Zweiter Gutachter: Prof. Dr. Volker Lenhart

Erziehungswissenschaftliches Seminar
der Universität Heidelberg

Tag der mündlichen Prüfung: 12. Januar 1983

C o n t e n t s: page

Introduction:..... i

1 Premises, Hypotheses and Research Intentions.... 1

Chapter One: An Historical Outline of Ghana's Education System and Its Impact on Ghana's Fundamental Development..... 6

1.1 The Structure of Colonial Education..... 6

1.2 Post-Colonial Efforts made Towards Educational and Skilled Training and Its Inadequacies..... 20

1.3 The Rehabilitation of the 1951-1972 Education System..... 33

1.4 The Present System of Education (The New Structure and Content of Education for Ghana)..... 39

Chapter Two: A Case Study of the Vocational Training Policy of the Third Republic Government of Ghana..... 57

2.1 The Implementation of National Policy in the Field of Vocational Training..... 57

2.2 Disparities between Local Realities and the Government's Implementation of Trade Standards..... 73

2.3 A Review of the Political and Economic Intentions of Planning Towards a Reform of Vocational Training..... 76

Chapter Three: A Retrospective Analysis of Vocational Development in Pre-Colonial Ghana..... 82

3.1 A Reconstructive Documentation of the Early Vocational Apprenticeship System..... 82

3.2 Societal Values for Craftsmanship Training..... 94

Chapter Four: Suggestions for a Reform of Vocational Training within the Educational System..... 97

4.1 Amending the Present System of Pre-University Education in Favour of a Convergent System..... 97

4.2 Restructuring Ghana's Present System of Literacy Education to meet the Demands of Lower Level Manpower Training..... 110

4.3 The Reintroduction of Local Trades..... 115

4.4 Reactivating of Traditional Craftsmen for Training in Rural-Urban Industrial Fields... 120

4.5 The Retracing of Traditional Labour Equipment and Techniques..... 123

Appendices:

- The Colonial Education Curricular Content..... I,II,III
- The New Structure of Education..... IV
- The Apprentices Act of 1961 (Act 45)..... Va-f
- Research Questionnaire..... VIa-i

BIBLIOGRAPHY

Summary in German

INTRODUCTION

Many critical studies have been done on Ghana's Education and Employment problems among school leavers of both rural and urban centres, but most of these have been less concerned with suggestions about a realistic concept that paves the way for a practicable solution. Thus, while the discussion advances, the problem has still remained in the balance. Moreover, it seems that most of these studies have always been concerned with pointing out the symptoms of this particular problem rather than trying to deal more effectively with its causes.

Since the funding of formal education over the course of the last century did not legislate for the consequent training of lower level (i.e., craftsmanship) manpower, only a very small number of youngsters, for whom the middle school level of education is "terminal", have managed to acquire occupational skills. Up to now, very few efforts have been made to vocationally educate youngsters who graduate from the middle level of formal education.

To a very large extent, middle school graduates, who on leaving school decide on trade training (unlike their peers who proceed to secondary levels of education) are left to their own fate, since vocational apprenticeship in Ghana is not considered to be a constitutional part of formal education. Over the years, parents have, as a result, had few alternatives in the training of their children. Their youngsters have mainly had to be content with secondary school education in lieu of manual occupational training, in order for them to continue having access to the privileges of formal education.

Youngsters who have a chance of being apprenticed (i.e., via the informal system) to an occupation, are either employed under the entrepreneurship of private workshop oc-

cupants or Government departments. The qualificational grades that can be achieved after several years of employer-trainee-interaction in apprenticeable occupations ranges from journeymen to artisanship. It must be added however, that successive government policies on Education/ Training and Manpower Planning have ignored this very informal sector for skill training.

They are not well enough developed to be of service to a greater percentage of school leavers who are eager to learn some kind of trade. They have, thereby, also ignored its productive economic values. Unlike White Collar economic fields, the informal economic fields have been more or less labelled as low prestige jobs. Nonetheless, it is more appropriate to mention that most of the indigenous crafts, and hence Ghana's economic base, are mainly existent in the informal sector.

The negligence of this area of the basic national economy, within which industrial training has been avoided, goes back to the advent of colonialism and missionarism (i.e., westernization). With the westernization process, and therefore with the introduction of a formal education system - which succeeded in destroying several other cultural developments in the traditional system - Ghana's customary ways by which production for the national needs was processed, lost its preponderance. As a result, an interruption in the local manufacturing industries, followed by the disappearance of guilds, occured. Over the years, the informal system of skill acquisition, and the sector itself, had begun to grow weak and superfluous. This was "compensated for" by formal education, whose main purpose was limited to selection. By and large, only few boys and in rare cases a number of girls were considered for White Collar jobs.

The problem of skill training in Ghana is still alarming, since a greater number of crafts have been gradually decreasing with the death of each of those traditional master-craftsmen. Their manufacturing skills have not been seriously examined nor transplanted into the youth or school leaver generation who are eager to learn a trade. In conclusion the traditional industries have not been improved upon nor have they been consistently utilized, so as to open marketable resources for training and development in the national economy.

Digitized by the Internet Archive
in 2026

https://archive.org/details/IA41538101_0013

1. Premises, Hypotheses and Research Intentions

> "It is necessary to emphasize the lack of trained and skilled manpower in Africa today. The problem is prominent not only in industry but also in all fields of economic development and in administration. There are no adequate institutions for training technicians in economic development. All economic activities in Africa are characterized by shortages of personnel at all levels." 1)

To generally understand and be able to judge why Vocational Training in Ghana's case had been impedimented, it is necessary to raise a central question of immediate interest.

- Is Vocational Training a luxury, limited to a minority in Ghana?

In light of the above question, we set our first hypothesis based on the argument that even though various models of vocational training have existed in Ghana, their annual total intake capacity of trainees has never once met one-quarter of the possible demand of school leavers seeking skilled training. There are, however, several leading factors that explain why vocational training and development in Ghana has not developed:

a) The colonial destruction of Ghana's indigenous skilled activities;
b) Political lobbies and deviant policy implementations;
c) Elite prejudice in favour of colonial (status quo) orientated educational policy, which is either too costly to implement or untimely conceived;
d) Foreign control and interest by the nations of the White North - in their international capacity as "donor" nations.

---

1) B.W.T. Mutharika, Toward Multinational Economic Cooperation in Africa, 1972, p.161

In my perception, the above highlighted factors are the most obvious characteristics which have contributed to the destruction of vocational training and development in Ghana. However, it may be asserted that no country would politically discuss her cultural and national economic progress by isolating vocational training aspects, simply because it would create a negative impression of the particular state in question if the "unskilled" members of a society had not been given the chance to develop their personality or human potential. The state is then unviable as far as national development is concerned. However serious the impacts described above may be, vocational training has been relatively neglected in Ghana.

For example, the "New Structure of Education in Ghana" (1974), from its total framework, is pseudo-optional, and thus limited to a few "lucky ones" upon leaving school. A greater percentage of the school leaver population wanting skilled training will have to queue in vain for training. It is clearly stated that:

> "From the Junior Secondary Course, there will be selection [!] into the following terminal courses namely: -
>
> a) Senior Secondary Lower leading to the present "O" level.
>
> b) Technical courses.
>
> c) Commercial courses."[2)]

One is bound to ask: Who are the "lucky ones" who will be selected and vice versa? Is this perhaps not the core of educational (vocational training) favouratism and nepotism - where it may be said that many are called, but few are chosen? In short, the "New Structure of Education" in Ghana, is not a legal medium that confirms for each individual (school leaver) a statutary right to demand skilled

---

2) The New Structure and Content of Education for Ghana, February 1974, p.2

training upon leaving school. Nor is the New Constitution of Ghana (1979) adequate enough for the demands of the young as regards vocational training. However, the Constitution of Ghana lays down everything except the binding right for skilled training. We shall discuss this in leter chapters.

Unquestionably, unemployment as a result of unskilled manpower in Ghana is rapidly growing, the question as to who carries the responsibility for this, has not yet been resolved.

On the one hand it has been held that industry [3] must be wholly responsible for the Vocational Training of school leavers. This conclusion is probably a result of the definition that vocational education is:"...education designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades or jobs..." [4]

On the other hand, however, Government Boards (e.g. Ministry of Social Welfare and Labour, Ministry of Education and/or Manpower and Economic Planning Commission) have been blamed for the condition of this definition:

> "Technical and Vocational Education As Continuing Education ... refers to all forms of technical and vocational education - formal or non-formal - which permit the adult to update or improve knowledge and skills in his occupational field, to attain higher levels of education and qualification required for promotion, or to acquire the knowledge and skills required for a new occupation."[5]

My hypothesis is: There are useful economic fields of employment in abundance all over Ghana. However, the fact is that young people have not been trained or been

---

3) It must be noted that industries in Ghana are mostly joint-venture undertaking, and are largely under the control of aliens.

4) Terminology of technical and vocational education, UNESCO, 1978, p.19

5) ibid., p.17

brought closer to being used in the economy. This refers in particular to the indigenous (surplus) sectors of the national economy. This has resulted from the fact that the planning of education and manpower planning in Ghana, had transitionally devoted much attention to skills that have few or no local origins.

To this end, the system has consequently killed off a large number of original local industries (trades) and thereby closed access to the internal markets. Wherever such trades have their existence in Ghana today, it is pitiable to find them in a state of total loss of prestige and value in the market. Several of them are not considered to be worth any more than tourist attractions. Although they are at the moment classified as mere souvenirs, it must be mentioned that they are the roots of most of the valuable techniques of future trade and economy in Ghana.

The total attention of local consumers has been directed to the wide selection of goods, flowing in from the industrialized countries of the White North to fill the gaps on the local market.

Paradoxically, Ghana, on the other hand, das been exporting all her raw material reserves to these countries in exchange for finished products. To the industrialized countries such a situation is considered as "normal". However, in the long run, the entire future of Ghana's vocational training and the whole network of Ghana's political economic dependence on the industrialized "partners" is doomed to failure if she does not fully and consistently embark on a skill-training system that is directed more to her basic needs and systematic development.

This study intends to seek possible solutions to the above mentioned problems. The study will basically focus on tracing out declining and weakened industries of local

origin and also on emphasising their economic values and industries in which vocational training may be acquired. On the implementational levels, it intends to create the interrelation of forces, whereby the presence of all available "Know-How" of either "educated" or "uneducated" resources, which may play the role of multiplicators, will be examined in detail.

Chapter One: An Hostorical Outline of Ghana's Education System and Its Impact on Ghana's Fundamental Development.

1.1 The Structure of Colonial Education

With the coming of colonialism in Ghana the word Educate - commonly referred to as "Kyerekyere" [1] by the Twi-Speaking community of Ghana in pre-colonial times and meant the initiational process by which individual members of their societies were acquainted with the total ways of making a living - began to assume a highly sophisticated shape, in meaning as well as in practice. However, the new system of colonial education was from the very beginning doomed to fail as far as one could envisage the future national economic development and social progress of Ghana.

> "Indigenous education is unlike formal Western education in that it is very practical and pragmatic. It prepares the individual for life as it has been known and lived in his society and so inculcates the values of life that have been evolved from experience and tested in the continuing process of living."2)

To confuse the indigenous system of education as it was encountered on the eve of colonialism, the incoming education system was referred to as the more "cultural" and/or the more "advanced", as far as human civilization was concerned. However, it is irrelevant at what stage of perfection it may have arrived, since it has not provided any proof, that education - in theory or by word and in practice - was a tabula rasa product of the colonial powers in Ghana.

---

1) C.A. Akrofi & G.L. Botchey, English Twi-Ga Dictionary, 1980, p.37

2) N.K. Dzobo, Values in Indigenous African Education, in: Conflict and Harmony in Education in Tropical Africa, 1975, p.76

As the works of versed historians conclude, "the colonizers did not introduce education into Africa: they introduced a new set of formal educational institutions which partly supplemented and partly replaced those which were there before."[3]

In practical and theoretical terms, the incoming institutions being referred to above were comprised of those aspects, found both at home and in the individual's environment. In pre-colonial Ghana, the system of initiation and thus the process of learning was achieved through performance. The communicative instruction and advice which were added to the practical concern of what was supposed to be learned, consisted in the theory. In this light, education was simply: en bloc and in-formal.

Perhaps the, as yet, unproven aspect of Ghana's pre-colonial system of education is the written aspect. With the early attempts, however, by overseas settlers (traders) by the year 1529 to introduce education, and the beginning of Missionary education (1572)[4], the written aspect of education, that is the formal aspect, became popular. Thus, "the formal education provided was a by-product of the sporadic attempts of European trading nations to convert the people of the Gold Coast to Christianity; later the companies were also concerned to produce Africans able to read and write, who would fill vacancies in their service... Furthermore, the schools were for the most part opened to give schooling to sons of European traders by African wives, and not to wholly African pupils."[5]

---

3) Walter Rodney, How Europe Underdeveloped Africa, 1973, p.263

4) See S.G. Nimako, Ghana Today Series, No.8, 1974, p.1-2

5) H.O.A. Mc William & M.A. Kwamena-Poh, The Development of Education in Ghana, 1975, p.17

The written aspect of colonial education, however, turned out to be most effective weapon of destruction. On the whole, there was nothing quite comparable with the informal mode, as described above. African recruits on the formal education system soon discovered that "it was not an educational system that grew out of the African environment or that was designed to promote the most rational use of the material and social resources... It was on the contrary , the creation of mental confusion and the development of underdevelopment."6)

Accordingly, though something "new" had been introduced into Ghanaian society, those favoured by the system were faced with a particular conflict upon leaving school: the contents of formal education curricula were found to have been designed to give them a sole chance of employment, out of hundreds of other adult working worlds. This was to turn them into White Collar workers, and thus to engage them in "wealthy" and "prestigious" areas of employment which are associated with "civilized" work.

According to MAZRUI 7), a written aspect of an inborn idea or philosophy has, in a way, a better chance of survival mainly because, he asserts, it is subjected to preservation. One may admit MAZRUI's advocacy of a formalized system of education with caution. From a sceptical viewpoint, one should recall that the mere keeping of an archive in order to protect their society's cultural heritage, has led several African countries into a gloomy state of absolute dependence on it.

The inconsiderate method of approach which made it possible for the colonizers to enforce formal education in Ghana may be judged as in-human. The approach soon created confusion, separation and discrimination among the in-

---

6) Walter Rodney, ibid., p.264

7) Ali A. Mazrui, "Das Wort", in: Al Imfeld, Verlernen, was mich stumm macht, 1980, p.141

habitants. The quintessence of the extortive methods of approach is perfectly described in these words:

> "Thanks to the Basel and Wesleyan missionaries, the ordinary person along the coast [of Ghana] and in the interior could now acquire the skills if only he was willing to accept the new religion." 8)

The above is the core of the fall of informal system of education in Ghana. It started losing prestige once formalized and colonial educators began to interfere using empty promises. Innocent people started to join missionaries in the belief that they would be given "new skills": the Bible. In this context, one should examine what "skill(s)" are involved in the language of the missionary educators. On the basis of the Bible, they could equate the meaning with several other skills. The most probable meaning is "C A L L I N G" or "B E R U F U N G " to mean non-productive-skill activities (i.e., faithful churchgoers), who had developed a strong affinity for their chosen religion. The longer someone held to the above promise, the sooner he disassociated himself from the indigenous system; and of course, the shorter his existential life expectation became. Promising as the new system of skill acquisition was, most people devoted much more time to Christianity (i.e., christian education) than to their productive daily activities, in the hope that they would receive certain skills. This is true, as can be seen in the words of FANON, who has described the colonial strategic principle as: "the first will be the last" 9); by destroying all what was there - in the colony - before the advent of colonialism.

Indeed, all the contents of formal education as a system in Ghana may be reduced to the formula of quid pro quo rather than that of "charity" towards the inhabitants.

---

8) S.K. Odamtten, The Missionary Factor in Ghana's Development (1820 - 1880), 1978, p.136

9) Frantz Fanon, Die Verdammten dieser Erde, 1971, p.28

To make the situation more confused among the inhabitants, an individual who could for one reason or other not be converted from the informal to the formal system of education, became simply a "victim" of "education" in his society.

The attainment of formal education has gradually created a wall of confusion among the inhabitants, to the extent that, on the whole, Ghanaian society has been forced to reconcile its own potential values with the informal system. The plea for a reform of Ghana's informal system of education is yet to be discussed; for, the last has, indeed, become the first. It is true to say that "those accustomed to this approach [i.e., formalized system of education] tend to regard illiteracy as implying lack of intelligence and ability... In modern Ghana, too, people often equate intelligence with ability to read and write; and until the recent political upheavels, the man who had attained a high level of formal education was regarded as the one who possessed all the virtues required by society."10)

From the overall "goodwill" of the colonial administration and the missionary system of education, which initially was maintained to be "skill training orientated", one could now imagine what the answer to the question would be: how many vocational training centres to each of the abundant missions of Ghana have in rural and urban areas today? It is important to note that until today, almost every rural and urban settlement in Ghana is surrounded by a number of churches comprised of large mission homes of colonial heritage. As opposed to this, however, almost none of them has a vocational training centre for providing training facilities for the youth in any one particular local trade. Therefore, in answer to the above question, the missions will undoubtedly mention that:

---

10) H.O.A. Mc William & M.A. Kwamena-Poh, ibid., p.1

a) the African was his "own enemy" or was far too lazy to learn a trade; and
b) after all, the Christian missionaries were not industrialists who needed young talented craftsmen in Ghana(!).

It is to be presumed that none of the missionary organisations in Ghana would be able to convince the youth of the above question. Nor can they convince the nation at large that formal education up to today, has contributed effectively to the economic development and progress of Ghana.

To this end, it may be argued that in the particular case of Ghana, the colonial education system as conceived by the colonial government and the missionaries, was a badly-devised concept, since it did not meet, in my view, the following concrete demands:

First, a well-devised educational system must have the function of inducing students to use education (primary and upper classes) as a field of enquiry into all the various economic sectors of the adult-working world. Accordingly, the specific fields of employment of the parents and relatives of students could have become the most immediate and appropriate for such research purposes. As an introduction to this subject it is suggested that the schools' syllabus should include an area of study called "Practical Enquiry into Labour Markets" which would be the most central part of the curriculum. But, the colonial education system could not be reduced to the said area of study.

The other aspect of the colonial education system which is equally invalid lies in the contents of the curriculum. The curricular system was completely and diametrically opposed to what parents and, indeed, the indigenous society at large, had expected as a good outcome from formal education. The major problem connected with this very

aspect of incompatibility of expections, however, was part of the confusing nature of colonial education. The entire system aroused the curiosity of parents and pupils who were directly confronted with it. This is simply so because it was an unknown philosophy, an importation, and a new attraction. The dilemma, however, arose when in the course of time it was realized that the curricula which were in use to bring about the economic development were found to be inadequate. As has previously been observed, the new system conceeds within itself a foreign element which was not perceived by the indigenous participants.

The reason for rejecting the entire curricular system is that eager pupils within the colonial education system in Ghana did not know the truth about the basic and final aim of the school syllabus. Since one aim sought more to promote the image of Europe (i.e., England) than to enhance the pupils' personalities, the africanization of pupils' own culture and tradition was jeopardized. In this situation, the pedagogical relevance of imparting education to Africans is questionable, when education, in the long run, has to render productive services to the individual and his given society. From this fact, we can conclude that the contents of the curriculum of colonial education were both a discriminatory and destructive machinery, insofar as education induces socialization. The true effect as regards the socialization of the pupils (as described above), is asserted by the following:

> "At the end of my first year at Secondary School (Mfantsipim, Cape Coast, Ghana), I went home to Wenchi for the Christmas vacation. I had not been home for four years, and on that visit, I became painfully aware of my isolation. I understood our community far less than the boys of my own age who had never been to school. Over

> the years, as I went through college and University, I felt increasingly that the education I received taught me more and more about Europe and less and less about my own society."11)

The above is an extract from KOFI BUSIA, the Prime Minister of Ghana's Second Republic (1969-1972). While one would expect that the above former Head of State in Ghana would distance himself from his negative experience with colonial education, he did not. Instead, he sought to prolong the very uselessness of the colonial education system while in office.

However, this example should not be seen as a single isolated case, as far as colonially educated intellectuals are concerned, who have much too often found it inconvenient to redefine the loss of their African identity.

As already mentioned, the colonial education system in Ghana had no validity in clear terms of comprehension and compatibility. It was of no real social, political and economic value to society, nor was it a better basis upon which a systematic national identification and development could grow. Whichever demands of validity were raised against the system, the examination made up until now testifies that the system of colonial education had no room for vocational training in the curricular structure.

TAYLOR has noted that since the framework of colonial/missionary education was presented and implemented "with

> the goal of training people for religious leadership, there was the tendency of all the missionary schools to give the same type of education or training to everybody. Thus the student of agriculture, of science, of mathematics, of technology, etc., was first a religious leader and then someone else. To be a religious leader was far more important to the missionaries than to be somebody else. This was

---

11) Kofi Busia, quoted after Walter Rodney, ibid., p.270

> as good an occupation as any other occupation. Not only was it good, it was also thought that a person with religious training at the background could fill any position or do any job."12)

By the above testimony, the difficult situation of making the formal system of education possible, of generating craftsmen for fundamental development is here again reinforced. At this stage, it is necessary to reflect upon the curricular system for more self-evidence (see appendix I, II, III).

As we have earlier noted, it is pitiously confusing, therefore, to come across other absolute defenders of the colonial system of education, in spite of the analysis with regards to the curricular contents in appendix I, II, III.

> GRAHAM, a Ghanaian scholar, still maintains
>
> "it is also clear that, although much of the content of English education was introduced in the early schools, serious efforts were made to give agricultural and industrial training in the Gold Coast. ...these experiments failed largely because the Africans preferred an academic education, based on Reading, Writing and Arithmetic."13)

The postulated argument of GRAHAM as indicated above, is confusing and needs to be elaborated. First of all, the assertion above is that the colonial education system stressed the need for skill training. A statement such as the above may well imply that the colonial school system offered the options of a de facto industrially-orientated education as well as an academically-orientated education. In other words, the entire system of colonial education was flexible and optional. One may conclude from this that the colonialists were concerned with promoting industrialization in Ghana. A close examination, however,

---

12) Ernest Taylor, An Organizational Approach to the Analysis of Problems Affecting Education and Manpower Planning in Ghana, 1974, p.137

13) C.K. Graham, ibid., p.118

would reveal that quite unlike the academic option, which was formalized, vocational training was still treated as informal, for the colonialists disliked almost anything that was informal. Informal is "uncultivated", as opposed to formal, which was regarded as "civilized". Indeed, formalized thinkers operate within a system of bureaucracy. The principal law governing this system is what is put down on paper which becomes legal in a literal sense. More often than not, this form had a better chance of being accepted, because it was regarded as definitive and therefore binding. Since vocational training was not the objective aim of the formalized system of education (as seen above), it remained a verbal and unbinding promise. This was not so in the case of training with the aid of books.

The second assertion made by GRAHAM (ibid.) is that the school system functioned democratically. According to him, Africans were given the chance to choose which course they preferred, pertaining to their future means of earning a living; in this way, academic versus manual skills were the options available. However imposing the colonial education system ("democratic", "liberal", laissez-faire, etc.) was, it is highly questionable whether its "optional" form leading to qualification alleviated the social stigma of the employment market. We may falsify all the assertions made by GRAHAM in order to avoid naivity and confusion since it is true to say that "the colonialist value system assigned a low value to white collar bureaucratic work. Even more important, the colonial economy offered discriminating compensation to those who had literary or 'bookish' education, as opposed to those with manual skills. It was extremely difficult [therefore] to convince any sane African that education which would send him to dig the soil to get [one hundred shillings] at the end of the year was more appropriate than education which qualified him to work in the civil service for [one hundred shillings] per month."[14]

---

14) Walter Rodney, ibid., p.297

It is perhaps much too easy to state here and there that the African was his "own enemy" as far as vocational training was concerned. A general but more appropriate question arises from the above discussion: the question is whether or not the colonial government and the work of missionaries can be said to have the right to meddle in Africa's way of training and development. It is necessary to make some generalizations on the colonial education system and its inadequacies, before a number of defensive assertions are made.

Our main criticism of colonial (i.e., formal) system of education in Ghana is that it has ruled out any development on the local employment market. The system did not have the basic needs of the local people in mind, since the schools were not programmed to make occupational training the main aspect of education. This argument is supported by the historical fact that, several years before the advent of colonialism and missionarism, each country along the west coast of Africa was largely involved with small-scale industrial enterprises and developments. Some of the fields of specialization were: iron manufacturing; bronze craft; gold manufacturing; ivory work; bead manufacturing; terra-cotta; soap manufacturing; cloth-making; wood-carving; leatherwork; boat-making; and many more crafts. [15)]

Naturally, each of these fields offered skill training to the young. With these skill training facilities, one may quite rightly presume that other interrelated and marketable sectors might have been created. This would have broadened the fields of economic relevance for training. One example of such a process has been accurately described in the works of KHALDUN:

---

15) See Buah, F.K., West Africa since A.D. 1000, 1974, p.230-245

See also Rodney, W., ibid., p.45-48 and p.112-160

> "If a particular craft is in demand and there are buyers for it, (that) craft, then, corresponds to a type of goods that is in great demand and imported for sale. People in the towns [and villages] , therefore, are eager to learn (that particular) craft, in order to make a living through it."16)

As opposed to the above analysis, we find therefore GRAHAM's postulate as stated above and the following, to be wholly misleading and inconclusive:

> "Western type of education opened the door to new jobs and with this came some measures of wealth and prestige. So by the beginning of 1900, there came into being an educated group of Africans who were fluent in English and a number of whom had European names, lived in European-type homes and wore European dress. These were the lawyers, doctors, and wealthy merchants and traders.
>
> By the time independence was achieved in 1957, some of the aims set out in 1925 in the Education policy in the British Tropical Africa had been realised. The achievement of independence was itself proof that the country had trained men and women who were ready to manage their affairs and that the ideals of citizenship and service had been included, and that public-spirited leaders had been raised."17)

An unlimited list of questions could be extracted from the above advocacy of colonial education not only in Ghana's particular case, but also in other colonized countries in Tropical Africa under British rule by 1900. It would be wise to reduce the numerous questions to a mere three:

Firstly, the assertion that "western-type education opened the door to new jobs [in Ghana]..." (ibid.) is highly sophisticated. There is no verification whatsoever to de-

---

16) Ibn Khaldûn, The Muqaddimah, An Introduction to History, translated from the Arabic by Franz Rosenthal, Vol.2, Chapter V., 1958, p.351-352

17) C.K. Graham, ibid., p.118

fend the view that the "new jobs" had offered socio-economic privileges for the colony. Nor is there any evidence that citizens who were engaged in the new jobs ever had flexible skills prior to their employment: they were unskilled workers who were more misused by the colonial government's exploitative goals than skilled workers in order to begin the systematic transformation of their homeland into an economic autarky.

Secondly, to justify the statement that "...with this [i.e., colonial education] came some measures of wealth and prestige" (ibid.), is obviously to contradict the fact that it was not the intention of colonial powers to transplant education into the colonies as a way of curing the "poverty" of the people of Africa. On the contrary, the indigenous people were not encountered by the colonizers as poor and less prestigious at the eve of colonialism. In distinguishing between the value of colonial education and that of its country of origin (i.e., England), one does in fact discover that the colonialist even considered that the result of the qualification gained in this education system was worth one-tenth of the actual value:

> "In the period before the last world war, European civil servants in the Gold Coast received an average of £40 per month, with quarters and other privileges. Africans got an average salary of £4. There were instances where one European in an establishment earned as much as his twenty-five African staff put together." 18)

It can hardly be seen as realistic that a handful of educated Africans, forced to adopt European names via missionary connections, were considered more prestigious than a class of Africans who continued to live their traditional way of life.

---

18) Walter Rodney, ibid., p.164

Lastly, it is difficult to believe that with the curricular background as exposed below[19], colonial education as such, could have led to national consiousness leading to independence (1957). But evidence is required in order to reject this claim: "the achievement of independence was itself proof that the country [under colonial exploitation] had trained men and women who were ready to manage their affairs..."[20]

It is obvious that some of the classes of Africans who, in GRAHAM's words, took "some measures of wealth and prestige" out of colonial education constituted the class of problems and also supporters of the status quo, as mentioned above.

In trying to distinguish the supporters of the status quo from other classes of nationals, (even those who had almost no education whatsoever), we may evidently find out that "the circumstances under which the C.P.P.[21] was formed resulted in its being a compromise organisation composed of some genuine revolutionaries but containing many of those who are interested in independence only so as to better themselves and to take the place of the previous colonial traders and businessmen."[22]

As we noted (inter alia) above, elite prejudice in favour of a colonial-orientated system of education is still one of several factors that lead to the underdevelopment of vocational training up till today in Ghana. But however negative it is, "all of this must be taken into account if one seeks to move from"[23] the status quo loyalities to an unprejudiced alternative concept.

---

19) See appendix I, II, III

20) C.K. Graham, ibid., p.118

21) Convention Peoples Party: An anti-colonialist Party movement in Ghana, whose majority members were peasants.

22) Kwame Nkrumah, Dark Days in Ghana, 1968, p.71

23) Ronald Dore, The Diploma Disease, 1976, p.90

1.2 Post-Colonial Efforts made Towards Educational and Skilled Training and Its Inadequacies

We shall now turn from the structure of colonial education and proceed to carry out a general survey of transitional government efforts after Ghana's independence. We shall still, however, base our findings upon what has actually taken place in the particular field of vocational training (i.e., apprenticeship).

It is important to note that Ghana's own initiative to turn formal education system into a more relevant source of national development dates back to 1951. As of that year, the then Gold Coast Colony of the British had begun to govern itself, although national independence was yet to be achieved in March 1957.

The importance of the year 1951 to the Ghanaian population is also marked by the introduction of "The Accelerated Development Plan", which was formulated to promote economic development.

Since one of the aims of the noted Accelerated Development Plan by the nationalist party movement - The Convention People's Party - headed by Prime Minister Kwame Nkrumah, was to thoroughly overhaul British educational policy in the colony, it received a high public echo.

The vehement developed policy of the new government's Accelerated Plan for Education stated that there was no room for the ongoing colonial education policy, whose aim was "to inculcate the principles and promote the influence of Christianity, to accustom the children to habits of self-control and moral discipline; to spread a grammatical knowledge of the English language as the most important agent of civilisation, to teach Writing and Arithmetic and show how the latter could be applied to the wants and duties of a peasant in order to enable him to economise on his means, and to give the small farmer the power to enter calculations and agreements."[1]

---

1) C.K. Graham, ibid., p.21

Politically facinating as the Accelerated Plan may be (it undoubtedly became the first of its kind to introduce free and compulsory education in Ghana, in 1961), it did not likewise encourage youngsters, for whom a post middle school education was "impossible", to train in vocational trades at full expense of the state (i.e., public funds).

As soon as the entrée de jure was notified to the public:"We shall educate them [i.e., the citizens of Ghana] in the sheds and under the trees"[2], even the most excellent cloth-weaver, farmer, goldsmith and many others became less eager to identify themselves with their skills. But they are to be blamed less. By law, the Accelerated Plan demanded that their children should be educated in classrooms rather than in the specific areas of parental occupation. Thus it was not a question of releasing the so-called uneducated skills of the population and their possibilities for enhancing development, but rather of implementing a system of education, based on the classroom, which seemed to have more prestige.

Academic education and small-scale local industries were not linked together and so the latter began to lose prestige. This is mainly because it was not envisaged that a child passing through the state education system ever would have anything to do in future with non-governmental fields of employment and/or training. Almost everything became so formalised that anything relating to the traditional system in terms of training (education) was rejected. "In ten years we had achieved more than in the whole period of colonial rule"[3], but with the result that the most central aspect of education for development still remains to be examined. Table 1 below gives a visual account of how the government wished to undertake

---

2) See S.G. Nimako, ibid., No.9, p.10,

3) Kwame Nkrumah, ibid., p.77

overall national development. The problem of the entire philosophy of the education system may be seen to be lying in the connection between Primary/Middle and Secondary/University training. There is no possibility for youngsters to train in vocational fields of education.

Table 1: [4]

	1951	1961	% Increase
Primary Schools.....	154,360	481.500	211.9
Middle Schools.....	66,175	160,000	141.7
Secondary and Technical Schools.....	3,559	19,143	437.8
Teacher Training Colleges.....	1,916	4,552	137.5
University Students...	208	1,204	478.8

As table 1 above shows, the next step after post-middle schooling in the public funded education system is secondary and/or technical education. Secondary and Technical education in Ghana do not, however, aim at preparing students for lower level manpower qualifications. On the contrary, the aim is that students should gain middle level manpower qualifications. In particular, technical education has to be emphasized as a kind of non-vocational training (i.e., apprenticeship). Often however, the distinction between apprenticeship and technical training has not been clearly defined in Ghana's education system. One typical example of this oddness appears in the compilation of works in table 2 below. In this table vocational and technical education have both been stated under the term

---

4) Figures taken from Nkrumah, ibid., p.77

"VOCATIONAL" in the category "Level and Type of Education", which implies that the difference between these two separate fields of education have been ignored. To clear up this confusion, Technical schooling is worldwide thus defined:

> "Technical schooling [is] any educational institution - generally at secondary level - which offers programmes of technical education aimed mainly at the training of middle-level technicians."5)

As opposed to that, "Vocational education [i.e., apprenticeship] [is] designed to prepare skilled personnel at lower levels of qualification for one or a group of occupations, trades or jobs."6)

---

5) Terminology of technical and vocational education, UNESCO, 1978, p.25

6) ibid., p.17

Table 2: [7]

SUMMARY OF SCHOOLS STATISTIC, 1961 - 65 [8]

Level and Type of Education	Type of Institution	School year	Number of Institutions	Teaching Staff		Students enrolled	
				Total	Female	Total	Female
VOCATIONAL	Technical schools, public	1965/66	16	333	22	6671	501
	Technical schools, private	1965/66	19	135	2	3313	91
	Vocational schools, private	1965/66	8	41	35	532	487
	Commercial schools, private	1965/66	60	161	22	4091	1977
	Housecraft schools, private	1965/66	3	...	...	299	299
	Agricultural school	1965/66	1	...	...	44	4

7) Source: World Survey of Education, Band V, UNESCO, 1971, p.525

8) We have only reproduced the Vocational section relevant to this study.

An example of technical school curricula in Ghana[9] is as below:

Pre-technical (1 year)

English
Mathematics
Science
Technical Drawing
Wood/Metal Work

Craft Courses - Intermediate, 1st and 2nd years

Carpentry and Joinery:

Subjects	1st year	2nd year
	(33 weeks, 10 hours a week)	
Technology and Science	140	140
Practical	560	560
Drawing	140	140
English and Social Studies	140	140
Calculation	70	70

(1 year industrial experience or training)

Final Craft Courses

Subjects	3rd year
	(33 weeks, 10 hours a week)
Technology and Science	140
Practical	560
Drawing	140
English and Social Studies	140
Calculation	70

9) Martena Sasnett & Inez Sepmeyer, Educational Systems of Africa, 1966, p.419

Apparently, the socio-economic development of Ghana was mainly believed to have been achieved by adopting and expanding the formalized system of education. Particularly in the 'fifties this outdated socio-economic philosophy must, to some large extent, have even been encouraged by international experts to whom the Ghana government entrusted its educational and economic planning issues.

The problem is that the ongoing educational policy-makers in Ghana continously erred in supposing that the colonialists who once succeeded in educating the African for his misfortune, were still the "best consultants". Thus, "the curriculum and organization of the schools were left in the care of the same foreign agents who operated in the colonial period and the indoctrination in the acquisition of colonial mentality and style continued."[10]

This explains, why up to now, most of the activities which are jointly run by the Ghanaian government and its international consultants regarding educational planning for development still undertake wasteful experiments.

ADAM CURLE, once a visiting Professor of education at the University of Ghana (Legon) confirms the above thesis in a sympathetic manner: "We [i.e., the so-called 'experts'] do not know how best to educate for development."[11]

Quite apart from this, it is also true, on the other hand, to note that "experts" from outside Ghana, who were closely affiliated to advise on the 1951-1966 educational reformation "...truely believed that academic education per sé could effect radical social transformation."[12] In this

---

10) Ernest Taylor, ibid., p.149

11) Adam Curle, Nationalism and higher education in Ghana, in: University Quarterly, 1962, 16, 3, p.240

12) Richard J.A.R. Rathbone, Education and Politics in Ghana, in: Africana Collecta, 1968, p.24

regard, they were mostly preoccupied with a concept of how best Ghana could train manpower at the middle and higher levels paying less attention to lower level skill training. Though the Accelerated Plan initially claimed to make the formalized system of education socially relevant for Ghana, it may be observed that, on the contrary, it resulted in a wastage of manpower and caused development to slow down.

For several years the system had failed to differentiate between skill training (apprenticeship) and education for literacy; until now both types of education have served only one purpose for the economy in Ghana. Literacy skills has been a substitute for several badly needed skills in industrial and in administrative fields.

However, to be able to successfully accomplish a reform in the development of one particular nation, a continual process of re-thinking is of great importance. The often propagated reform in Ghana - the Accelerated Development Plan for Education - is one typical example of the extent to which a national reform could be wrecked by lack of rethinking. One example makes this thesis clear: if we grant that the Plan was designed to cater for the basic needs of both the individual and overall national welfare, one would have expected to see a greater emphasis being laid on the Plan's objective to make vocational training highly attractive.

One would have expected to have seen a fairly large number of school leavers having access to several different economic fields of training in the years 1961/62. This analysis should be further elaborated: school-aged children as of 1951 were by 1961/62, graduating from middle school in the age-group between 16 and 17, and in the subsquent years thereafter. This group of school leavers was, at this time, supposed to enter the adult-working world in pursuit of skills.

Oddly enough, educational and manpower planners did not consider it necessary to draw up plans for those youngsters who left school for vocational training. Rather, they subscribed to the old colonial doctrins which advocate that development is "best acquired" through scholastic skills. This very partiality was highlighted by the First Republic Government when the question of skilled manpower demand for the "promotion" of the national reconstruction of Ghana arose.

> "There were two areas in the economic system where demand for educated personnel was immediately required, namely the teaching field and the old colonial administrations whose European personnel were vacating their posts, and the newly emerging and expanding Ministries. This demand was hinted in the forward of the Accelerated Plan: 'We need men and women with secondary education in many positions of responsibility in the Civil Service and in many other services.'..."[13]

Certainly, the foregoing type of "skills" for which the government itself so much appealed, determined the long-term position of vocational training in Ghana's education system. The statement created the impression that, basically, youngsters for whom a secondary level of education could not be achieved, possessed little or no "personality" for holding responsible posts.

Parents who were au fait with the government's negative policy on vocational skills, embarked upon a race against fellow parents in the interests of their school-aged children. The chances of their youngsters of attaining the type of education leading to responsible fields of employment were subject to competition.

---

13) Ernest Taylor, ibid., p.149

> "The Ghana Ministry of Education ... estimated [in the 'seventies] that only 5% of children who enter Primary class one graduate to secondary level of education."[14]

As we learn from the study of sociology, people either reject the policy of a government or they maintain their good reasons for supporting it. In Ghana, people had "good reasons" not to reject the post-colonial government. When the post-colonial government took power and promised to transform colonial education into a system whereby individuals would have "work and happiness", almost every patriotic Ghanaian had to believe that proclaimed "remedy". This was partly because "approximately 60 per cent of [the national] employment opportunities"[15] were under the control of the government.

The other 40 per cent of the national economic sector to be developed, was in the domain of peasant farmers some of whom were organized in co-operatives and some of whom were not. Others were engaged in small-scale family industry, which needed financial support and technical assistance so as to ensure their survival. Most of them, however, were producing under their expected capacity because from lack of support, they were not enabled to develop and grow systematically.

The above discussions illustrates, perhaps, the factual position of how over 40 per cent of Ghana's indigenous economic sector was cut off after colonial rule. We may add immediately that in contrast to this group many other "employable" and "unemployable" individuals looked upon the government as the main national employer.

---

14) C.E. Fiscian, Educational Selection and Placement in Ghana: Some present problems and future prospects, in: Vierteljahresberichte, Probleme der Entwicklungsländer, Nr.72, 1978, p.171

15) Philip J. Foster, Ethnicity and the Schools in Ghana, in: Comparative Education Review, 1962, p.131

This analysis explains, perhaps, one of the central reasons why individuals in a difficult economic position kept more to their "good reasons" rather than finding fault with the government. Moreover, it is not unknown in the history of trade unions that, individuals turn against themselves when a country is going through a period of unemployment. We see this happening when unacceptable labour conditions and the like are forced upon them. Things were not far different too, in post-colonial Ghana. In this light, the Ghana government, like other private entrepreneurs, adopted the "freedom" of selecting applicants whom it considered employable (without public criticism) for positions of responsibility. As we have earlier remarked, its employment modus required that youngsters yearning for the right to earn a living - "employment in a responsible position" better describes it - were better off with a secondary education. It was precisely this recommended way, via which the government itself persuaded youngsters to obtain their employment skills, which created the tendency among youngsters to have disregard for vocational training. Very soon the new opinion among Ghanaian peer-groups became noticeably more reinforced towards either secondary education or none at all.

Less was done to motivate youngsters to revise their dislike of vocational training, since the Ghana government craved for academic secondary education. ODOTEI's remarks show what have been achieved in the field of vocational training:

> "To give you an indication of how the investment was made in 1962 five whole years after independence public vocational institutes had only 358 students enrolled." 16)

---

16) E.O. Odotei, The Place Of Vocational Training In The Planning Of The Country's Development, in: Seminar On Skilled Manpower In The Development Of The National Economy, 1979, p.20

Pointing further to "reasons for low priority to vocational training" in Ghana, however, he (ODOTEI) uncritically held that "in Ghana, vocational training is often considered a second or even a third choice. Very few people originally set out to go into vocational training. The majority of the people, after their elementary education, aim at getting into secondary schools. It is only when this fails that they will consider vocational training. Sometimes they will prefer working as a messenger to learning a skill. Government is therefore compelled to invest more into secondary education because of the higher demand, thus, investment in vocational training becomes residual."[17]

The statement cited above simply creates more confusion in the minds of laymen, since even a careful interpretation is likely to lead one to assume that youngsters in Ghana are in a position to enforce their will on educational planners. To put the record straight, never in the history of educational planning in Ghana have youngsters exercised pressure to enforce their individual choice of career on policy makers.

Even if government feels the pressure "to invest more into secondary education...", it is unlikely to invest more in vocational training. The origin of the "pressure" is not the people but the government.

It is a fact, however, that even the government's policy of "promoting social justice" in its own employment market, has upheld the situation that "secondary education is the surest way to higher paying jobs."[18]

---

17) Odotei, ibid., p.20-21

18) ibid., p.21

The greatest challenge of the government, as can be expected, is the connected problem of developing the national economy. Too many young people, as the International Labour Organization (ILO) rightly remarks, "have been equipped by a 'good' education for occupations which are overcrowded or which do not give them any sense of purpose. Too few have been trained for those jobs which are critical to their country's economic and social development."[19]

---

19) The World Employment Programme: Employment: The Gathering Crisis. International Labour Organization. Geneva August 1972, p.2

1.3 The Rehabilitation of the 1951-1972 Education System

Certainly, vocational training would not have simply "become residual" if there had not been a big political, scientific and/or foreseeable silence on its necessity over the past two and a half decades. This silence can no longer be maintained, since people have now come to realize that Ghana's education system has failed to couple formal education with practical skills. It has thus become an impediment to the entire national development. Several important international studies have pointed to this very problem and it has often been observed that the status of Ghana's vocational training suffers in comparison with other countries.

It is only recently that comments such as the following have appeared in the public media:

> "The problems of inadequate vocational training and unemployment among school leavers regularly stimulate comment in the Ghanaian Press and in [some] academic and administrative circles." 1)

In response to these periodical criticisms, the erstwhile Supreme Military Council (SMC, i.e., the ruling government of Ghana from 1972 to 1979) modified the (1951-1972) education system which had existed until then. In this respect, the SMC-Government ostensibly appeared to have accorded with the public criticisms that it was its administrative responsibility to promote vocational education. The promotion of vocational training/education, however, requires that, at all events, the entire education system must be reformed from top to bottom. In this connection:

> "the Ministry of Education submitted proposals for a change in the structure and content of a public discussion in March 1972.

---

1) Terry Smutylo, Vocational Training For School Leavers: The Role Of The Wayside Workshop, 1975, p.1

> At a public meeting held to consider these, a committee representing all shades of opinion was appointed by the Commissioner for Education, to study the proposals as well as the views expressed on them and report. The chairman of the Committee was Rev. N.K. Djobo and members included representatives of the GNAT [Ghana National Association of Teachers] , the University of Ghana, the University of Science and Technology, the TUC [Trades Union Congress] , the YWCA [Young Women Christian Association], Parents, General Managers, the Christian Council, the Catholic Sectretariat, the CSIR [?], Ministry of Local Government, Ministry of Defence and the Ministry of Education." 2)

Surprisingly, the Finance and Economic Planning Ministry was not represented. Nevertheless, no matter how public the discussion was, the fact is that the final decision remained political. Whilst initially the proposal aimed at combatting what the public felt was wrong with Ghana's education system, the government exploited this very situation to achieve some of its primary objectives. It may be noted, for instance, that the government's recommendation for shortening of pre-university courses was a strategy to persuade the policy-making bodies to accept the government's "essential expenditure". We shall mention this later.

> "The significance of the new structure and content of education for Ghana is that it reduces the length of time taken by the average Ghanaian child from elementary school to the end of secondary education by four years." 3)

---

2) S.G. Nimako, ibid., No.9, p.32-33

3) Five-Year Development Plan, Part II, January 1977, p.294

As NIMAKO, General Secretary of the Ghana National Association of Teachers, prefers to put it, the drastic reduction of education had a meaning. In his words,

> "this means that pupils would complete their secondary school education [four] years earlier and enable the Government to realize [four] years' savings on Government educational expenditure." 4)

We observed earlier on that it would be naive to believe that:

a) "the four years' savings on government educational expenditure" (ibid.) will necessarily have been reinvested on urgent educational matters,

b) to believe that, because the above-mentioned committee was represented by "all shades of opinion" (ibid.) none of the appointees had a political lobby.

Occasionally, it may be said that two ministerial lobby-groups alone could be enough to carry the weight needed in decision making, especially, on educational matters.

This observation brings us to the point on "Essential Expenditure" of the government as opposed to the government's expenditure on vocational aspects of training. Table 3 below shows the subsidy from the central government of Ghana for the annual promotion of vocational training:

Table 3: 5)

Year	Amount
1975/76	¢ 772,170
1976/77	¢ 1,089,700
1977/78	¢ 1,658,690
1978/79	¢ 1,700,000

4) S.G. Nimako, ibid., No.9, p.35

5) Table is taken from Odotei, ibid., p.19

The four-year increase of government expenditure on vocational training as derived from table 3 above, was, indeed, the quickest way to answer all public critics. This increase was intended to put an end to "wild public argumentations".

Moreover, the increase of the expenditure, as the government seemed to demonstrate, was soon followed in June 1973, by the implementation of the government's affirmation that: "the study of Languages (Ghanaian), Mathematics, Science, Agriculture and Practical and Vocational subjects shall be given the greatest emphasis..."6)

By January 1977 the public realised what the government's achievements in technical and vocational education were. The government's official notification "regretfully" stated that: "these aims [Technical and Vocational Education] have, however, not been effectively achieved because of inadequate training facilities. [One] of the other major obstacle [s] which have been responsible for this situation [is] : inadequate financial allocations over the years have not made it possible for the quantitative and qualitative improvements desired in the system of technical and vocational education. This has accounted for poor and inadequate facilities including obsolate equipment in the technical institutions."7)

However, the government efforts in vocational training were few and insufficient. In comparison its Defence investment programme was increased.

An article (letter form) written by WALPOLE of Balme Library Legon (Ghana), appearing in THE LEGON OBSERVER No.13, Nov./Dec. 1980, under the rubric "Essential Expenditure" featured as follows:

---

6) The New Structure And Content Of Education For Ghana, 1974, p.4

7) Five-Year Development Plan 1975/76 - 1979/80, Part II, Approved ba the Supreme Military Council, January 1977, p.310

"Sir - Your readers may be interested in the following extract from the AFRICAN DEFENCE JOURNAL No.1 September 1980, a journal which seems to be chiefly devoted to encouraging the sale of expensive military equipment by the developed world to Africa.

Ghana - Two naval patrol boats.

The Navy has added two new ships to its fleet. The vessels - GNS Gyata and GNS Sibo - were commissioned by the Minister of Defence, Mr. Riley-Poku, at the naval base in Takoradi.

They were built in West Germany at a total cost of 120,000,000 cedis, and supplied with ammunition estimated at 50,000,000 cedis. They are modern patrol boats equipped with high-power anti-air-craft and surface guns.

Presumably these were ordered by the former SMC [-Government], but was it really necessary to continue with their purchase? Against whom is it envisaged that they will be used?

One wonders how many tons of cocoa had to be grown to buy these expensive luxuries. No doubt each of your readers can supply a list of purchases requiring foreign currency that he would have preferred to these items." 8)

Besides what we may term the political apathy of the government towards a vocational training programme in Ghana, the irony of the rules underlying its democratic style is peculiar to Military Governments world wide. For their part, for instance, the Supreme Military Council of Ghana adhered to the opinion that the very insinuation of the Defence Ministry into matters relating to education and manpower planning and development of the country was a democratic incumbency of the government. For good reasons however, these "democratic principles" were not reversible. That is, in contrast, the public could not ex-

---

8) J.W. Walpole, in: The Legon Observer, Vol.XII, No.13 of 21 Nov. - 4 Dec. 1980, p.311

pect the government to throw open to the public for discussion, matters that concerned national safety. This is simply because the government was undoubtedly certain about its sophisticated and thus most questionable democratic rules. Much as if the average Ghanaian citizen, or say, school leaver population, had their own way and were able to decide between vocational qualifications in the national interest, and the purchase of 170 million cedis worth of naval boats and ammunition in the national interest they certainly would have decided for the former.

1.4 The Present System of Education (The New Structure and Content of Education for Ghana)

As hinted in the preceeding pages, the unproductive and thus prosaic national education system (1951-1972) which periodically aroused public aversion, resulted in the emergence of the so-called "New Structure and Content of Education for Ghana", in February 1974.

The inevitable need for the introduction of the "new" national education system was thus contained the following extracts under the rubric "The Need for Reforms":"the new proposals recognize that any system of education should aim at serving the needs of the individual, the society in which he lives and the country as a whole. In particular, that the system should, in a country like Ghana, aim towards the development of the human and material resources of the country. Equally importantly, it must generate in the individual an awareness of the ability of man, using the power derived from science and technology, to transform his environment and improve the quality of his life."[1]

Indeed, one would generally find it difficult to denounce the official government version as quoted above, except for the question as to its politically consistent implementation.

However, before proceeding to analyse more details about the present system of education, we should examine what actually makes the so-called "New Structure of Education" all that "new". To be able to answer this question, we shall have to cite the "Basic Principles Underlying the Proposals":

---

1) The New Structure And Content Of Education For Ghana, ibid., p.1

"The following general principles constitute the rationale for the restructuring of the present educational system, namely: -

(i) before beginning formal education, every child should have between 18 to 24 months of preparation and predisposition;

(ii) the child should begin formal education at the age of 6;

(iii) the length of basic formal education should be 9 years and this should be free and compulsory;

(iv) practical programmes which lead to the acquisition of skills should be an essential part of all formal education;

(v) throughout the entire pre-university course, emphasis should be laid on: -

a) the development of practical activities and the acquisition of manual skills;

b) the development of the qualities of leadership, self-reliance and creativity through the promotion of physical education, sports and games, cultural and youth programmes;

c) the study of indigenous language, science and mathematics.

(vi) teacher education should be relevant, and geared towards the realization of the stated principles and objectives of the new reform;

(vii) in general, institutions shall be essentially day." 2)

With the exception of very few, yet unimportant points, it might require perhaps, only about three counts to prove that there is nothing new about the so-called "new structure of education". We should point out that what has

---

2) The New Structure And Content Of Education For Ghana, ibid., p.1-2

actually taken effect as of February 1974 is a reshuffling of the old education system (i.e., that of 1961-1972), but not a reform. Otherwise, the mere act of reducing the number of years of schooling [3] does not lead to a solving of the problem of skill training, and thus, to a systematic enhancement of national economic development. It is a well-known fact that there were some fundamental aspects about the education policy as laid down by the First Republic Government, which seemed to have so fascinated the Supreme Military Government (1972-1979) that they were adopted. Hereafter, the SMC-Government, being a fundamentalist government, had nothing genuinely new for the people except tp present a compilation of old public discussions.

Substantially, neither the so-called "New Structure of Education" nor its "Content" can be regarded as new. It is factually not new, because, "...in the review of education in 1962/63 a structure of eight years of primary school followed by two years of Continuation education was adopted. It had become clear by then that the type of education offered in the elementary schools did not open jobs opportunities for elementary school graduates. Three basic objectives which informed the deliberations of the review committee were as follows:

> '(1) There was need to plan towards the eventual solution of the unemployment problem.
>
> (2) There was need to plan towards effecting changes in the attitudes of school leavers from white collar jobs to more profitable practical vocational occupations.
>
> (3) There was need to train children to acquire the necessary skills that will aid development in rural areas'." [4]

---

3) See Footnote 3), p.34

4) N.O. Anim & K.B. Kwansah, The Continuation Education System In Ghana, UNESCO 1978, p.9

Clearly, we are much less concerned with the controversial question as to whether or not the new structure of education is still marking time in the Accelerated Development Plan for Education in 1961 than with examining either its adequacy or incompatibility with the boosting of Ghana's economic development.

Having underscored our strong concern, we can equally not afford to overlook the case of Continuation education mode of 1961/63 which we have touched on already. In point of fact, there are several questions of interest involved in the nature of Ghana's Continuation education, but for the moment, we shall reduce them to only one: could the Continuation system of education be a substitute for occupational skills? On heuristic grounds, we shall negate this question.

We shall endeavour to answer this question chronologically, but, before doing so, here is background information about the aim and objectives of the Continuation education mode:

> "The aim of the Continuation School system was to broaden the curriculum of the last few years of the elementary school to include the teaching of skills and competencies that will pre-dispose pupils towards practical work. Such training, it was considered, would give pupils the necessary preparation by which they could profit from any further training, or by which they could even start their own entrepreneurship after they had completed school. Some of the specific objectives of the programme were that the courses offered were
>
> (1) ...to be patterned on the farming and in industrial needs of the country;
>
> (2) to help pupils who are finishing their formal education to make the important decision to settle in productive occupational activities in the rural areas;

(3) that each school offering the Continuation School programme was to ensure that its course offerings were related to the type of occupations in the area where the school was located."5)

We should not, however, neglect to mention other facts in connection with the formation of the Continuation system of education in Ghana:

"In April 1961 a survey published by the Office of the Government Statistician and the Ministry of Labour reported that there were over 31,000 unemployed in Accra of whom the majority were recent middle school leavers. 40,000 of the 52,000 middle school leavers of 1966 were unemployed in 1967."6)

These background facts are, perhaps, enough to return to the question at hand. The Continuation Education system should have, at best, established a dualistic system to ensure both literacy and occupational education at pre-secondary and university levels. This would have extended the schooling at the middle level of education to the adult working world. On the whole, both middle and Continuation systems should have been used as a compounded medium to establish connection between school and skill training, ending up with craftmanship. This would have required the government to consequently embark upon a joint action programme with numerous local craftsmen, with a view to expanding their "menial" workshops with employment and skill training facilities. The foregoing digressions are important facts to determine the position of the Continuation mode of education in Ghana's education reform.

To the education review committee of 1962/63 however, the Continuation system of education was seen to achieve a twofold purpose, more than anything else. Other factors

---

5) N.O. Anim & K.B. Kwansah, ibid., p.10

6) Richard J.A.R. Rathbone, ibid., p.24

of importance which should have been examined to make the Continuation education system retain its right position within the framework of Ghana's education reform, were not considered in their totality. At this stage, we shall examine the "skills" of the Continuation school graduates within the entire national economic development, by applying the formula "A" plus "B". The sum of "A" plus "B" is equal to skilled manpower. In this formula, "A" represents Prevocational Training and "B" represents Vocational Training (i.e., Apprenticeship).

It may be remarked that, "A" is "arranged primarily to prepare young people for choosing an occupation or a line of training"[7], at the Continuation level of education.

As opposed to that, "B" is "provided on the premises of an undertaking and in which the trainee [i.e., apprentice being employed] ...[for] a period of long-term training...carried out [mainly in a firm] and regulated by statutory law or custom according to an oral or written contract which imposes mutual obligations on the two parties concerned - the trainee and, normally, an employer who has assumed responsibility for given the trainee... a recognized apprenticeable occupation."[8]

In short, "A" without "B" does not lead to skilled manpower for a national economic development. The distinction between "A" and "B" perhaps, makes clear that the Continuation education system neither imparted vocational training nor could it be a substitute for occupational skills. In clear terms, graduates of the Continuation education system were given occupational orientations but not skills. Referring to our graphical illustration for further analysis (see Diagram I, p.46), it is highly ques-

---

7) Glossary, Vol.13, ILO, January 1975, p.6

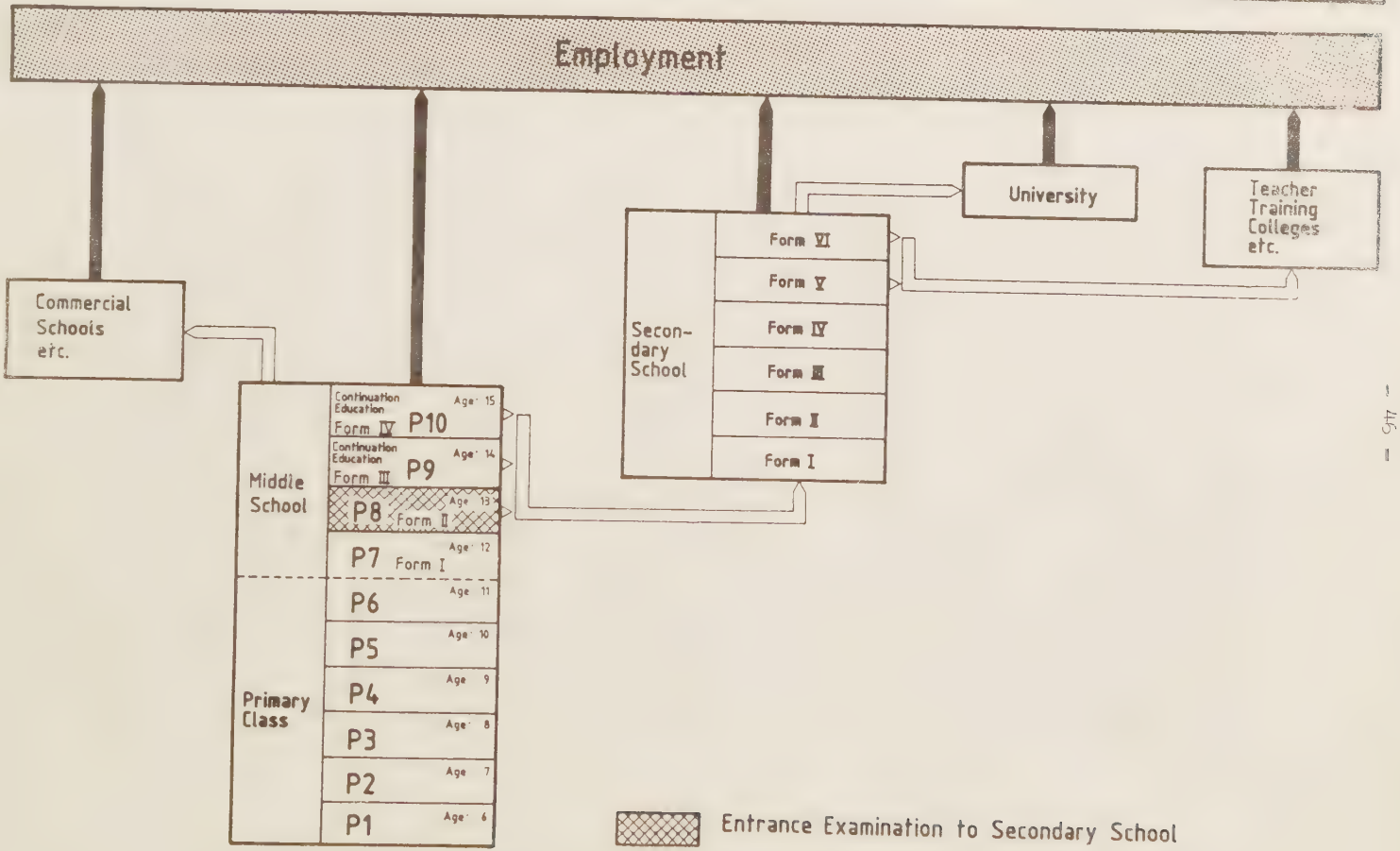
8) ibid., p.10; See also Terminology of technical and vocational education, ibid., p.39

tionable that the Continuation nature of education in Ghana led to the production of skills. Had it imparted skills to its graduates, the system would have been world famous in terms of occupational training for its miraculous performance. Under normal circumstances a ten-year formal education system can hardly impart to graduates skills "by which they could even start their own entrepreneurship after they had completed school."[9] (See Footnote 5, p.42-43)

---

9) N.O. Anim & K.B. Kwansah, ibid., p.10

DIAGRAM I Structure of Primary-, Middle and Continuation Education etc. (1962/63-1974)



As already stated, this means that the system had a two-fold attribute. Whichever qualities were conferred on it, it may be clearly seen that the above first half of the statement (see footnote 5, p.42-43) confirms our thesis or formula. On the other hand, the second half of the statement "...or by which they could even start their own entrepreneurship after they had completed school" (ibid., p.42) may be seen as questionable, since though "B" (i.e., Apprenticeship Training) was not achieved by the Continuation system, is being confused with entrepreneurship. Indeed, it may seem that, although "B" was the dream of the 1962/63 education review committee, it was never supported politically and consequently never developed. Be it either purely because of a lack of reflection or out of neglect of duty by successive governments, the consistent implementation of vocational training (i.e., apprenticeship) has always failed in Ghana. Again too, as much as the education review committee of 1962/63 felt that "there was need to train children to acquire the necessary skills that will aid development in rural areas"[10], one of the earliest and most "up-to-date" Trade Training Centres which was established after 1962/63 reform discussion on education in Ghana, was placed in the capital city of Ghana. In other words, perhaps, "The Accra Technical Training Centre" which was established jointly by the Ghana government and the Canadian government, "in furtherance of the bonds of friendship existing between the two countries in July 1966"[11] was found to be "more conveniently" placed in the capital city of Ghana for the promotion of rural development.

There are several more examples of this nature of poor development planning which have led to an exodus to the towns of Ghana. Clearly, a greater number

---

10) See Footnote 4, p.41

11) Accra Technical Training Centre, Prospectus 1975, p.ix

of state recognized Trade Training Centres (i.e., Berufsschule) are situated in the larger cities of Ghana and are not within the immediate reach of rural school leavers seeking occupational training. Besides that, the search for employment which is the biggest headache for both migrant and resident (i.e., urban) school leavers in trade training in Ghana requires immediate attention. In addition to that, though the government has not set up a thorough programme to expand several decreasing sectors for employment and training, it still expects that school leavers seeking skilled training should be able to fulfil these requirements:

> "To be eligible for this scheme [i.e., types of training programmes offered at Government assisted trade schools], an applicant must be employed with a workshop, or a Government department. He must possess a minimum of Middle School Leaving Certificate and be at least sixteen years old. His employer must agree to release him for thirteen weeks each year for four years (for the time being, 26 weeks during the first year) and to continue to employ him between courses." 12)

Needless to say, it is clear that in a system where, by legislation, post-continuation education is not free and compulsory, nor are entrepreneurs of the private economic sectors assigned to apprentice post-continuation school graduates in exchange for taxation concessions or the like, the Training Centres in question can only be utilized ineffectively. In the long run, a high percentage of youngsters who during the pre-vocational orientation phases at the Continuation Schools embark upon exploration studies in several practical fields of lucrative economic interest never became skilled working men. They had never gained recognized skills of any kind, because pre-vocational training is not apprenticeship. Apprenticeship training, however, mostly had to be discontinued and hung in the balance for several reasons, one of which we

---

12) Accra Technical Training Centre, Prospectus, ibid.,p.1

indicate.

Several studies of interest have very often pointed out that "...when asked why it is so hard to find work, 18% of the men [i.e., school leavers] said that bribes were necessary and another 4%, that connections were needed. Bribes are probably given to managers and foremen more than to labour officers. One gets the impression that bribing is less prevalent in Ghana than in pre-coup Nigeria, but it is certainly not absent. It is inevitable in a situation where there are large numbers of unemployed and very few job openings." (13)

The very poignant situation of Continuation or middle school graduates as the cited case study above shows, should not however, be isolated from national economic development as a whole. It is a chain reaction in that it results in the wastage of several generations of unskilled manpower which is the biggest cause of underdevelopment.

Having pointed briefly to the misconceived continuation education system in Ghana, we shall now return to the highlights of the so-called "new" structure of education already mentioned.

The present system of education which has been in use in Ghana since 1974, is an education system inherited from the First Republic Government. Upon the guidelines of the Education Act of 1961, however, the First Republic Government proposed a ten year "Compulsory Fee Free Education" for each Ghanaian school age child, at the primary and middle level of education.

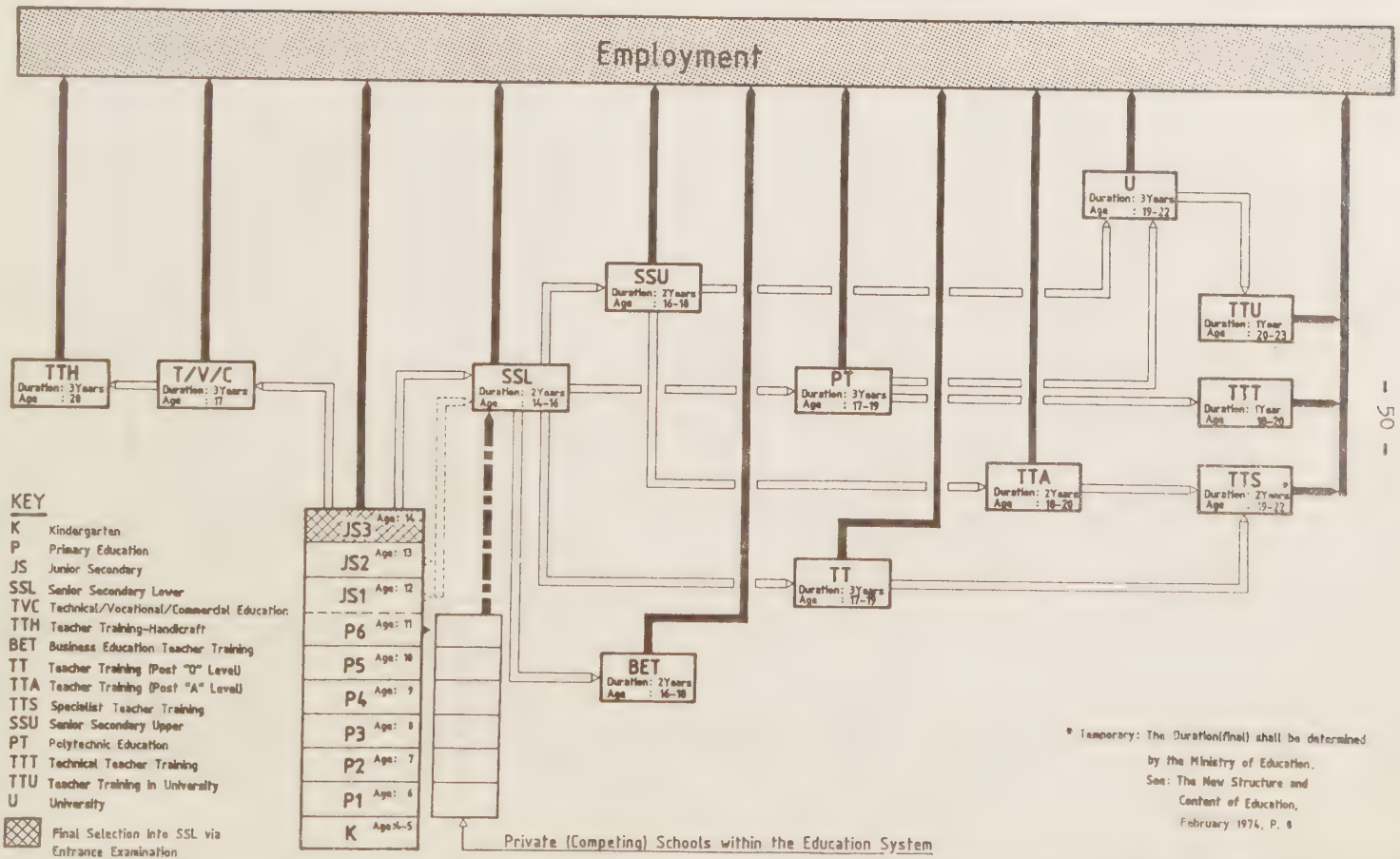
At present, however, the "compulsory fee free" education which is offered within the so-called "new" education system, has been reduced to nine years. This is subdivided into two phases: the primary one of six years followed by the so-called "Junior Secondary" level lasting three years (see Diagram II below), in the public education system.

---

13) Margaret Peil, Unemployment in Tema, 1969, p.416

DIAGRAM II

Present System of Education



KEY

K	Kindergarten
P	Primary Education
JS	Junior Secondary
SSL	Senior Secondary Lower
TVC	Technical/Vocational/Commercial Education
TTH	Teacher Training-Handicraft
BET	Business Education Teacher Training
TT	Teacher Training (Post "O" Level)
TTA	Teacher Training (Post "A" Level)
TTS	Specialist Teacher Training
SSU	Senior Secondary Upper
PT	Polytechnic Education
TTT	Technical Teacher Training
TTU	Teacher Training in University
U	University

Final Selection into SSL via Entrance Examination

* Temporary: The Duration(final) shall be determined by the Ministry of Education.
See: The New Structure and Content of Education, February 1974, P. 8

It may be generally observed in line with FISCIAN "that of all children receiving formal education at the primary level, approximately 80% are in the public system and only 20% in private schools."[14]

The six-year Primary course in the public system provides the pupils with the basic skills of literacy and numeracy after which pupils may automatically enter the so-called Junior Secondary as shown in Diagram II above. Pupils in the public system may sit for a competitive Common Entrance Examination at any stage of the Junior Secondary leading to the so-called Junior Secondary Lower.

In the content of the New Structure of Education - the English language is highly emphasized as opposed to the main mother tongue of pupils in the Primary course. The English language, as stressed in the so-called "reform", "...shall be learnt as a subject from the first year at school, and shall gradually become the medium of instruction as from primary class VI"[15] in the public system.

This clearly means that, "success" or "failure" at the forthcoming competitive Common Entrance Examinations shall be determined by the English language. This observation is very important in that it explains whose child gets to what stage in the bifurcated "new" systems of education after the Primary six course. At this stage, attention may also be drawn to the background of the competing private Primary one to six schools in Ghana:

> "These are privately owned and sponsored, and are generally elitist both in terms of the socio-economic background of the children, as well as in outlook. The sole medium of instruction is English, and they exist primarily to get their pupils through the Common Entrance Examination."[16]

---

14) C.E. Fiscian, ibid., p.173

15) The New Structure and Content of Education, ibid., p.4

16) C.E. Fiscian, ibid., p.173

HURD and JOHNSON (1967) have observed that, "...the close connection between educational achievement and parental literacy and level of education suggests that the gap between the educated and the uneducated, straddled as it is in Ghana by barrier of language is crucial in explaining rigidities in social selection."17)

Therefore, it may be clearly seen that Primary six candidates coming from the private schools, and who even sit for the Common Entrance Examination in the sixth year i.e., at Primary six , are thus the main beneficiaries of the publicly funded Senior Secondary Lower education. Similarly, the children of the haves enjoy preferential treatment as opposed to the children of the have-nots.

Again, FISCIAN (1978) discloses that, "...over a [13] year period [1963-76], the mean national pass rate (in terms of admissions to Government sponsored Secondary Schools) was 18.8%, thus indicating a rejection rate of 81.2%. Over the same period the special schools achieved pass rates ranging from 63% to 100%, with a mean pass rate of 75%."18)

The scores pertaining to this empirical study of FISCIAN are further elaborated herebelow in table 4:

---

17) G.E. Hurd & T.J. Johnson, Education and social mobility in Ghana, 1967, p.77-78

18) C.E. Fiscian, ibid., p.173

Table 4: First thousand candidates at common entrance examination [19]

Year	1963	64	65	66	67	68	69
Special Schools	130	174	180	186	236	290	265
Public Schools	870	826	720	814	764	710	735

Year	1970	71	72	73	74	75	76
Special Schools	390	370	408	475	503	518	550
Public Schools	610	630	592	525	497	482	450

The turning point of our main discussion is to find out about the fates of several thousands of pupils who annually graduate from the third grade of the Junior Secondary level schooling. In this respect, the official answer of government is that "...at the end of the [Junior Secondary (JS 3)], pupils who have not moved on to the [Senior Secondary (SSL)] via the Common Entrance Examination take the [Junior Secondary School Leaving Examination]." [20]

Formerly, however, the official version of the First Republic Government's (1962/63) "reform" proposed that "those who are unsuccessful [in the Common Entrance Examination should] receive prevocational education in continuation classes for a further two years" [21] for "occupational skills".

---

19) C.E. Fiscian, ibid., p.173

20) S.G. Nimako, ibid., No.9, p.31

21) World Survey of Education, ibid., p.523

Strictly speaking, youngsters passing out of the last 9th stage of the compulsory "fee-free education" in Ghana are said to have successfully or unsuccessfully completed their compulsory educational/training and that for the time being the government is relieved of responsibility. As already stated, for the greater majority of the school leaver population aged between 14 and 15, and for whom there is no visa to cross over to Senior Secondary Lower (SSL), educational victimization is not alleviated. They are left to themselves either to speculate or simply manoeuvre about in the township of the larger cities in the empty hope of survival. As we see, many thousands of educated victims leaving the ninth grade (i.e., Junior Secondary School level) in Ghana are perpetually growing into the problem of occupational numerous clausus within the so-called "New Structure of Education". Yet, projections that are related to the supply of manpower in Ghana should have periodically been alarming the government to the fact that "...not only ... are the participation rate for the 15 to 19 age group ... rather low, but also that the problem of unemployment is most acute among this age group."[22)]

Diagram II clearly demonstrates, unlike Diagram I above, that the SMC-Government ceased to include the continuation mode of education any further in its ongoing concept of education. There are several valid reasons to explain why. Firstly, the government had come to realise in the long run, that what was "rationally expected" of the continuation system of education was never being totally achieved. Secondly, because the continuation concept of education was, on the whole, poorly conceived and it had become too costly to implement.

---

22) Kodwo Ewusi, Labour force projections and their implications for Ghana, in: Manpower supply and utilisation in Ghana, Nigeria and Sierra Leone, ILO, 1979, p.42

The second analysis is supported by an answer obtained from an interview conducted in Ghana by this author in January 1981, as exposed below:

Questionnaire: To the Director of Ghana Education Service (Technical & Vocational Education Division, Accra)

Question: In comparison with the former primary and middle school system, would you please say Continuation Education System is:

a) Less expensive to maintain.....

b) too expensive to maintain.....

c) costs remain the same?.....

Answer: "Continuation System of education has become more expensive to maintain in view of the fact that equipment and other training materials used by institutions in the system are imported. The present world economic inflationary trend has contributed to the high cost of training in this area."23)

No matter how one wishes to interpret the above answer, it provides conclusive proof that the Continuation mode of education in Ghana is henceforth pronounced dead, though not totally buried as yet. On the other hand, however, the present system of national education, which is expressly designed for middle level manpower planning and to give the appearance of high academic qualifications, still does to keep up with the demand of lower level manpower. In other words, apprenticeship prospects continue to make no progress in the overall manpower and economic planning in Ghana. The square box marked Technical/Voca-

---

23) Sam Aggrey, Director, Ghana Education Service

tional/Commercial (T/V/C) as illustrated in Diagram II above is, however, highly deceptive. For "...this type of education is usually provided within the education system, ...but is preparatory in nature; the student does not normally qualify for a specific position or job within this field. These specialized qualifications are most often obtained through training and employment experience." 24)

In Ghana however, most of these non-employment based institutions (T/V/C) are privately owned and managed by private people (see table 2, p.24), and its' students are liable to paying costs. As opposed to that, schooling at the Senior Secondary Lower (SSL) and above are run at the expense of the public.

> "Before 1966, all commercial colleges in the country had been established by private enterprise, and were owned and managed by private people. There was no commercial school in the public system, but commercial education was included in the curriculum of the technical institutes. In 1966 the Government took over thirteen commercial schools and business colleges offering commercial and business education at post-middle school level, from their private proprietors and integrated them into the public system. By 1967 four of the colleges taken over had reverted to their private owners. The nine that remained in the public system have been developed and given better qualified staff. They offer a five-year course of commercial and business cum secondary education [1] leading to the Ghana Business Certificate." 25)

In conclusion therefore, it may be clearly seen that two whole decades of post-colonial education reform (i.e., from 1961 to 1981) have had no effective meaning to those hungry school leavers, who require labour skills so as to gain the right to earn a living, and also to be active participants in the labour market of their society.

---

24) Terminology of technical and vocational education, UNESCO, ibid., p.19

25) S.G. Nimako, ibid., No.9, p.21

Chapter Two: A Case Study of the Vocational Training Policy of the Third Republic Government of Ghana

2.1 The Implementation of National Policy in the Field of Vocational Training

The intention of the preceding chapters was to widely document the present poor state of Ghana's lower level manpower training for national development. It had also been indicated that this particular field of training has fallen far behind that of middle and higher level manpower training; thereby creating an unbalanced situation in the running of the national economic development. This had been ascribed to a lack of political will by successive governments, whose principled philosophy of "education for development" made too much of intellectual ability and underrated the key role of lower level manpower training in the process of development.

Along these lines, it should be observed, however, that Ghana has, as of September 1979, a newly constituted civilian government (i.e., The Third Republic Government). The presence of this newly elected government has not caused any immediate rejection of the Present System of Education, which it inherited from the SMC-Government. Its official gazette seems, though, to have accepted the public's view, judged by the following observation:

> "Concern has been expressed by the public about the Junior Secondary school programme. To enable Government reappraise its implementation, the existing 118 Junior Secondary Schools are to continue on experimental basis."[1]

---

1) Budget Proposals for 1980/81, p.49

Under the poor conditions of lower level manpower training in Ghana mentioned earlier, it becomes necessary to survey however, the supposed political deeds of the Third Republic Government in terms of helping youngsters who are seeking occupational training solve their problems.

The People's National Party (PNP) which at present constitutes the Third Republic Government would, under normal circumstances, be regarded as a freshly born party government, and thus as representing an independent political ideology. It is, however, a well-known fact and not secret that the PNP-Government ideologically trails behind the First Republic Government under President Nkrumah.

The preamble of the present government (PNP) may or may not necessarily however, seek to restitute the First Republic Government's policy on formal education and skill training, since its ideology may differ from that of its predecessor and example.

In light of the above reflections, I based my findings from two sources of information that make it feasible to determine whether or not the present PNP-Government has a foreseeable future for the lower level manpower training under discussion.

The first attempt made (so far) for the gathering of useful research information took place in both suburban villages and towns, stretching between Accra (the capital city) and Bawku in the extreme north province of Ghana.

Though the research approach initially took its basic shape in the form of interviews, I did not wholly preclude my research intentions from current problems facing the Third Republic Government administration. That is, besides the initial findings which were based upon a stationary questionnaire[2)], I also saw the urgent

---

2) See Appendix VI a-i

need to bring about discussions on some fields that are politically connected with decision-making on national manpower promotion. Personal discussions of a very enlightening nature in workshops in either private or governmental ownership, with public relations officers, ministerial administrators and many more, comprised the sources of my information.

The second source of research information (so far) comprises the study of available literature, articles from the Ghanaian press, seminar results on "skilled manpower in the development of the national economy", the collection of statistical data, and articles from the international press in which political heads of the PNP-Government have propagated views on lower level manpower training.

I shall consider the foregoing research groundwork as being a sufficient basis, due to time pressure.

To begin with, the Third Republic Government has supposedly embarked upon a strategy that should improve on previous government's activities who for several years have done great harm to the promotion of lower level manpower development, and therefore, to the overall national economy. The government of President Limann intends to "compensate" for this great harm done to the national economic development through the funding of a national education budget. A survey on Ghana which tries to extract information which is relevant to the government's development projects, is thus cited:

> "Education
>
> ¢ 47 million has been provided for capital expenditure in respect of pre-university educational institutions. ¢ 24 million out of this amount is for the completion of ongoing constructional works on classrooms, laboratories, dormitories and other facilities with a view to increasing the intake of students into Secondary Schools. Govern-

> ment intends, as a policy, to rehabilitate and consolidate existing facilities, in the secondary schools, rather than open new ones.
>
> With regard to technical education however, two new Technical Schools will be ready to commence classes this coming academic year [i.e., in 1980]. A little over ¢ 2 million has also been provided for equipping Technical and Vocational Schools.
>
> Higher Education
>
> Of the ¢ 17.4 million allocated for development projects under Higher Education, ¢ 14.4 million will go into the completion of ongoing projects which have reached an advanced stage and special projects related to mining and agricultural research."3)

To be on the safe side, however, attention should be drawn to the fact that the above-cited publication was originally written word-for-word by the government in its Budget proposals for 1980/81. This was presented by the then Minister of Finance and Economic Planning to the National Assembly on Budget Day, under the authorization of President Hilla Limann.4)

With regard to the so-called Senior Secondary Lower (SSL) level education as described in earlier chapters, the government of President Limann has a clearly defined programme. The following extracts which express the government's close concern with the Senior Secondary Lower level are taken from its official gazette:

> "In view of inadequate number of places in secondary schools, only about 18-20 per cent of the potential aspirants gain admission into secondary schools. To improve the situation, an allocation of about ¢ 24 million which is more than half the total capital budget for Education, Culture and Sports is made to complete on-going constructional works such as classrooms, science laboratories and other facilities

---

3) Ghana Review, Vol.4, No.2, 1980, Special Edition, p.20

4) For a detailed information see: Budget Proposals for 1980/81, ibid., p.49-50

> which will significantly increase the number of places available in secondary schools in the public system. It is intended that every secondary school in the system, and especially those in the rural areas should have adequate facilities not only to enroll a minimum of 500 students, but also to ensure that facilities in each of these schools are up to the required standard so that parents and guardians may have a wider choice as to where their children may be educated. This will not only reduce the pressure on the few well-endowed boarding schools located in the urban areas but also ensure the implementation of Government policy of gradually turning the boarding schools into day secondary schools." 5)

In line with our discussion, the general view of the policy declared above may be justified that in simple linguistic terms, the status quo of educational funding and/or planning disparities - which has been pointed to as one of the main causes of the wide gap created between people receiving qualifications at the lower, and between people receiving qualifications at middle and professional levels - will not be abolished.

This trend of government funding policy on education, as this section shows, leads one to draw several crucial conclusions. One basic argument may be that, even if the government intends to do something about the problem of education and skill training, the calculation in which more than 50 per cent of the total capital budget caters for the Senior Secondary Level of education alone, makes it questionable. Such implementational policy made on education and skill training, certainly affects "...the wide range of education and training opportunities which lie outside of ... formal schools..." 6) in the urban and rural centres of Ghana.

---

5) Budget Proposals for 1980/81, ibid., p.49

6) James R. Scheffield, Road to the Village, Case Studies in African Community Development, 1974, p.1

Besides, the other unfortunate aspect about policy making of this nature can hardly lead to balanced manpower planning and development.

In order to find out whether the Third Republic Government has a political programme for the training of lower level manpower and whether this policy would be implemented, it is necessary to look under the budget rubric:"Manpower Planning and Employment Policy". Under the MPEP policy, the government has said that:"...the full utilisation of the nation's human resources for the rapid reconstruction of the economy and the mobilisation of the unemployed, particularly the [young], for the production of food to feed the nation, constitutes a major objective of the Government. Apart from the Government's manpower and employment policy of training and redeployment of the nation's manpower into the productive sectors of the economy, government intends to mobilise the youth for food production under aegis of the National Youth Council in support of its two-year crash agricultural programme." 7)

For the purpose of information, it should be pointed out that the so-called "Youth Council" in Ghana is, unlike the National Vocational Training Institute, not a vocational training establishment as such. It is a Council for national youth activities established in 1974 with the emblematic objective "to develop a strong and disciplined youth who are imbued with a spirit of Nationalism and a sense of public voluntary service and morality." 8)

Benevolent activists of the national youth council are therefore not necessarily trained either in the field of agriculture in support of the government's "crash agricultural programme", or in a kind of trade. Indeed, a close examination will show that the national youth coun-

---

7) Budget Proposals for 1980/81, ibid., p.51
8) Ghana 1977, An Official Handbook, p.91

cil was set up under several socio-political conditions. They include among other things: (i) unqualified cheap labour services, (ii) keeping idle young people off the waiting halls of urban and rural employment bureaux, and (iii) to prevent young people from other possible political grouping and activities that might be undesirable to government. The preamble below may support my last thesis:

> "The Decree which set up the Council provides that 'no youth organisation shall engage in youth activities unless the organisation has been registered as such by the Council.' The Council has registered a little over 350 Youth Organisations which are categorized under the following -
>
> (a) Adventure Group;
>
> (b) Religious Group;
>
> (c) Settlement Group;
>
> (d) Student Group;".[9)]

If we consider this background information regarding which national institutions the government intends to rely on for the realization of its "two-year crash agricultural programme" (see footnote 7, p.62), then it becomes clear that the government intends to spend hardly any money on Vocational Training.

In the same way, the question may be raised as to what the government actually promises young people and the general public as a whole, when it beautifully coins this phrase: "...Government's manpower and employment policy aims at training and redeployment ... into the productive sectors of the economy."[10)]

---

9) Ghana 1977, An Official Handbook, ibid., p.92

10) See footnote 7, p.56

In this regard too, a pragmatic analysis is required. In trying to understand this dubious programme and the improbability of its implementation, it is important to note that for the government two aspects are basic:

a) Rationalization

b) Redeployment.

In the budget proposals before those of 1980/81, the

> "government decided to rationalise the nation's manpower employment policy in order to increase productivity in the Civil Service. This rationalization of Government's employment policy started with the retraining of the lower level categories of personnel in the Civil Service, in vocational institutions in various skills so that they could be redeployed to other productive sectors of the economy at the end of their training." 11)

In short: the government is going in for rationalization rather than formulating a clear policy as to the training of young people on a long term basis. The "retraining programme" is a mere non-recurrent move to compensate those whom the rationalization aspect affects. The retraining policy of the government is termed "non-recurrent" since the entire programme is limited to middle school graduates who had served as unskilled white-collar workmen for a number of years in the Civil Service, and are being compensated. The apprenticeship programme being offered to each of these affected people will last 3-4 years. Their meagre income amounts to the rate of compensation that the government has for them. That is, the (re)training premises foresees that each one of those affected employers should continue to receive his monthly pay for the period of years required for the skill training to be pursued. Thereafter, the road back to the Civil Service is declared as closed: they are then redeployed.

---

11) Budget Proposals for 1980/81, ibid., p.51

In an interview in the September (1980) issue of New African's Publication, the former Minister of Finance and Economic Planning in Ghana, AMON NIKOI, having been asked what the level of cuts in his government's expenditure was, thus answered:"What we have said is: redeployment and re-direction... What we are saying is that we want to re-train and re-deploy. I think we have achieved a fair measure of success in a year.

> There are at the moment about 1,000 messengers being re-trained in trades like carpentry, auto mechanics and what have you. This will give the people skills and then when you let them go on the market they can at least fend for themselves." 12)

One may nonetheless conclude from the above answer that the government admits that skill training is a positive venture through which young people can be emancipated from their socio-economic problems. However, the exercise of apprenticing 15,000 young people annually per region in Ghana to a kind of trade cannot be seen as adequate when compared with the large numbers of school leavers needing trade skills in the national economy.

The government's rationalization programme as described above (which accidentally has led to the lower level manpower training of some young people) and the political initiative involved makes it possible for over 1,000 deployees to receive trade training at the full expense of state. This particular exercise could be a pattern for future development.

The question should further be raised as to what is the fate of several thousands of other young school leavers who equally need trade training in order to become emanci-

---

12) Ghana Under the Civilians, in: New African, September 1980, p.74

pated and take part in social and economic development; but do not fall under the political show of government's "(re)training and redeployment" programme.

As we see it, the overall number of deployed messengers (trainees) will not exceed 4,000 towards the end of 1983. By then, the next political election campaign will be due. The provosional exercise of deployment and rationalization in the Civil Service which called forth the programme of (re)training, will have come to an end by 1983. It may be, perhaps, no exaggeration to expect that the government will make political capital out of this (re)training aspect. We shall, however, leave this hypothetical question open.

Now, it should probably become clear that several thousands of other school leavers (i.e., the Junior Secondary Lower graduates) equally needing trade skills in the national economy, unlike those who have been deployed through skill training compensation, will still be seen hanging about, idle in the streets of Ghanaian towns and villages. The position of incoming and outgoing Junior Secondary Lower graduates, at present and in the future, is still at stake since the (socio-economical, socio-political and socio-cultural) problem of the emancipation of this group of citizens isn't discussed anywhere under the "Manpower Planning and Employment Policy" of the Third Republic Government.

Up to now, the final explanation of government pertaining to the question as to whether or not its "Manpower Planning and Employment Policy" has room for the Junior Secondary Lower graduates, can be seen from this extract:

> "To expand the opportunities for gainful employment of the unemployed labour force, the Ministry of Labour and Youth and Social Welfare and the Ministry of Finance

> and Economic Planning are undertaking a critical analysis of the data compiled under the National Registration exercise of the unemployed carried out by the Labour Department in March [1980] with a view to identifying areas where the potential for employment are greatest."13)

In conclusion therefore, what the above observation says is this: until the government's "compass machinery" has pointed to areas of potential labour demand in the national economy (no time specification given) the problem of lower level manpower qualification for other groups of young people needing skills will still hang in the balance.

Perhaps, it would be better not to base our findings on mere guesswork, but to cite once more from the official gazette:

> "With effect from January 1981, another batch of trainees numbering 1,000 will start their training. This training programme will cover additional messengers and clerical officers - and for this purpose an amount of ¢ 5 million has been provided in this years budget."14)

Further interviews conducted at the Ministry of Labour, Youth and Social Welfare (this same question was directed to the National Vocational Training Institute with the result that both answers tallied with each other), confirm the intention of government.

The following answers to my questionnaire had been obtained from government directives.

"1) In recent years government has observed a high correlation between Rural Exodus and Unemployment of school leavers. To solve this problem more job opportunities must be located in rural districts.

---

13) Budget Proposals for 1980/81, ibid., p.52

14) ibid., p.51

Question: 'Has your Department, under the Third Republic Government of Ghana, proposed any future programme as regards job opportunities and Vocational Training?'

The Answer was this: 'The Retraining of Messengers Programme is the first step in a long-term programme to train the unemployed, including school leavers.'

2) If yes was the Answer to question 1, how comprehensive is the programme?

- Does it cover both Urban and Rural Districts of Ghana?
- Does it attempt to solve the problem of school leavers migrating to the cities?

The reply to my second question, which is a supplement to the first question, was as follows:

'It covers the whole of Ghana and will help solve the migration problem of the country.'" 15)

We shall now use the preceding "joint-answers" to introduce the position of the "National Vocational Training Institute", which is a relatively new establishment in Ghana, and was affiliated to the Labour, Social Welfare and Cooperatives Ministries. The NVTI is a Ghana Government agency established in 1968 with technical aid from the United Nations Development Programme (UNDP), and originated primarily to co-ordinate all aspects of vocational training at national level. It started operating on its programme as from 1969 and became a promulgated organ, edicted by government in 1970 to carry out the following functions:

---

15) National Vocational Training Institute, and Ministry of Labour and Social Welfare; see Appendix VI b

"(a) to organise apprenticeship, in-plant training and training programmes for industrial and clerical workers, and to train the instructors and training officers required for that purpose;

(b) to provide for vocational guidance and career development in industry;

(c) to develop training standards and trade testing;

(d) to initiate a continuing study of the country's manpower requirements at the skilled worker level;

(e) to establish and maintain technical and cultural relations with international organisations and other foreign institutions engaged in activities connected with vocational training;

and

(f) subject to the provisions of [the National Vocational Training Act (No.351 of 12th January 1970)], to [carry out all necessary tasks which] are conducive to the attainment of the Institute."16)

In view of the above outline, the NVTI has not only been vested with the responsibilities of vocational organization and training, but also with the training of apprentices.

Therefore, "the Apprentice Training Department", which is established within the NVTI, is the main body responsible for the separate trades. Providing for apprenticeships under the functions of NVTI may confuse researchers in a way, since in some countries a clear distinction exists between the institutional body of NVTI and what is known as the "Chamber of Handicrafts". Unseful information concerning apprenticeships in Ghana were obtainable from the NVTI.

---

16) Selina Patience Kwami, Functions of the National Vocational Training Institute, 1980, p.4

The "Apprentice Training Department", under the NVTI, undertakes "all forms of apprentice training to ensure uniformity of treatment and satisfactory technical structure of the various apprentice training schemes within the country."[17] The Department's activities are governed by the so-called "Apprentice Training Regulations", enacted in 1978, and sanctioned by the Commissioner responsible for Labour and Social Welfare.[18]

To implement the subsequently emerging activities on the basis of legislation, a council (i.e., The National Apprenticeship Council) composed of eight member committee as below, was established:

"(a) a Chairman who shall be a member of the Board;

(b) the Controller of Apprenticeship;

(c) one member representing the Ghana Employers' Association

(d) one member representing the Ghana Trade Union Congress;

(e) one member representing the Department of Technical Education, Ministry of Education;

(f) one member representing the Department of Labour, Ministry of Labour and Social Welfare;

(g) one member representing industry in the private sector."[19]

The long-term objective of the Apprenticeship Department is supposedly as follows:

"To establish within Vocational Training Centres, whether operated directly or in conjunction with industry, model apprentice training schemes for specific trades which will later become the accepted pattern for apprenticeship schemes throughout all trades."[20]

---

17) Selina Patience Kwami, ibid., p.8

18) See National Vocational Training Board (Apprentice Training) Regulations, 1978, p.1

19) ibid., p.1

20) Selina Patience Kwami, ibid., p.8

One should not be too interested in whatever targets are set by the present "National Apprenticeship Council" (NAC) for the "future prospects" of Ghana's lower level development; but anyone who believes that a National Institution never existed prior to the present one of 1978, should refer to "The Apprentices Act of 1961".[21)]

Now, without a doubt, a look at the content of appendix V a-f below, will clearly provide proof that the erstwhile First Republic Government under President Nkrumah, introduced an Act to establish a "National Apprentices Board" (NAB) in the early 'sixties. This was to start and deal with the unskilled lower level manpower problem.

The "newly" constituted (we have no information whatsoever as to what must have happened to the former NAB) "National Apprenticeship Council" of 1978 should be highly welcomed; it remains only to ask: but how is it to be implemented? For it has become a transitional mode of introducing "new names" (for example one observes that the NAB is now named NAC) as if such an institution had never existed in Ghana before. This is a verification of my thesis that the former (NAB) was, perhaps, introduced to exist nominally on paper.

What the future contribution of apprenticeship development could and should be in this respect still needs to be defined more clearly, instead of ponderously producing results as an eight-year example of the NVTI shows in table 5 below:

---

21) See Appendix V a-f

Table 5: [22]

RECORDS OF APPRENTICESHIP REGISTRATION

YEAR	REGISTRATION	COMPLETION	TERMINATION
1971	1,030	180	10
1972	352	254	17
1973	297	366	24
1974	528	320	41
1975	502	280	25
1976	485	400	36
1977	541	380	9
1978	394	237	10
1979	488	424	37
TOTAL	4,617	2,841	209

The NVTI, under whose fostership government has entrusted the future development of apprenticeship training to, "operates 9 training centres of its own and also uses other training facilities such as Y.M.C.A. [Young Men's Christian Association], O.I.C. [Opportunity Industrialization Centre] and the Rural Training Centres of the Department of Social Welfare and Rural Development."[23]

This explains that the number of deployed trainees from the Civil Service, as stated earlier, would be fostered by the NVTI, and would have to train to their standards.

---

22) Figures obtained from NVTI (Public Relations Office) Accra, Ghana

23) Budget Proposals for 1980/81, ibid., p.51

2.2 Disparities between Local Realities and the Government's Implementation of Trade Standards

The aim of this section is to raise the question whether the NVTI and/or the governments' apprentices training programme is orientated towards local resources or not. This may be regarded as a fundamental question in the framework of this study. On the one hand the question demands that valid answers be found as to why, up to now, the NVTI's apprentices development programme has failed to produce impressive results.

On the other hand, the question clearly causes one to ask why vocational training in Ghana can undoubtedly be regarded as a luxury, and hence only limited to a "lucky" few. As was earlier noted, one of the supposed aims of the NVTI is to make the apprentices programme complementary to the first and second cycle levels of education in meeting the demands of Ghana's economic development. Yet it may be clearly observed that most of the trade standards adopted from advanced countries do not conform with local cirumstances, as shown in the contents of page 74 below.

The content of the NVTI programme, judged in the context of a developing country, cannot be defined consistently enough to embark on the systematic transformation of Ghana's basic local economic resources. Nor may it be seen as a radical move to meet the basic needs of the majority of the local population. On the whole, the scope of standardized occupational possibilities that is generally offered within the planned programme of the NVTI is

a) hardly directed to identifying the environmental-economic wealth and resources;
b) almost wholly dependent upon whether some "big-men" are able to import finished products from the highly industrialized countries of the White North or not;
and
c) dependent upon the presence and abundance of equipment supplied to the local towns and villages.

TRADES TESTED BY THE TRADE TESTING DEPARTMENT

of the National Vocational Training Institute [24]

a. BUILDING TRADES

1. Wood Work Machining
2. Painting & Decorating (For candidates who do written/oral/Practical)
3. Painting (For candidates who do only Practical/ Oral E.G.Proficiency Certificates)
4. Carpentry & Joinery
5. Pattern Making
6. Upholstery
7. Masonry
8. Pipe Fitting
9. Plumbing
10. Scaffolding
11. Spray Painting (Car)
12. Steel Erecting
13. Steel Bending
14. Spraying (Furniture)
15. Saw Attendant

b. ELECTRICAL TRADES

16. Electrical Fitting
17. Motor Vehicle Electrician
18. General Electrician
19. Construction Electrician
20. Refrigeration Mechanic
21. Lineman (Telephone)
22. Lineman (Power)
23. Radio Mechanic
24. Cable Jointing (Power)
25. Cable Jointing (Telephone)
26. Switchboard Attendant
27. Cinema Projectionist
28. Electric Machine Rewinding & Repairing

c. MECHANICAL TRADES

29. Motor Vehicle Mechanics
30. Motor Vehicle Body Repairing
31. Welding (Gas)
32. Welding (Electric)
33. Lathe Turning
34. Riggering
35. Machining
36. Sheetmetal Work
37. Blacksmithing
38. Boiler Maintenance
39. Driver Mechanic
40. Tractor Operating
41. Core Drilling Mech.
42. Engine Attendant
43. Maintenance Fitting
44. Bench Fitting
45. Earthmoving Equipment Operating (Caterpillar, Rooler Grader tec.)
46. Agricultural Machinery Mechanic
47. Chain Saw Mechanic
48. Fuel Injector Pump Mechanic
49. Construction Machinery Mechanic
50. Mist Blower Machinery Mechanic
51. Extra Heavy Duty Driving
52. Moulding
53. Typewriter Mechanic
54. Motor Cycle Repairing

d. PRINTING TRADES

55. Composing
56. Letterpress Machine Minding

e. VOCATIONAL TRADES

57. Cookery
58. Dressmaking
59. Orthopaedic Tailoring
60. Tailoring
61. Orthopaedic Shoemaking
62. Leatherwork
63. Splintmaking
64. Rural Craft (Weaving)
65. Craft & Needlework
66. Carving
67. Textiles Decoration
68. Textiles Handweaving
69. Shoemaking - General

Predominant trades in which people are tested are the Automotive trades especially, Motor Vehicle Mechanics.

---

24) Selina Patience Kwami, ibid. (List taken from Kwami's appendix)

In earlier chapters, we discussed some important fields in which West African countries have been historically well noted for in their potential manufacturing skills. Besides, we noted also that the beginning of colonialism and imperialism found this part of the world, practising trades and professions with a high socio-economic value. Several examples of those skills - which were on their way towards socio-economic development - were described (see footnote 15, p.16). In the process of what has been termed "Acculturation" by ethnologists, however, not only did "cultural contact of exchange" take a one-sided shape towards imbalances of reciprocation, but the West Africans departed from their original skills. Or has Ghana for example, not (seen from the list of trades introduced in NVTI-standards as above) given up her national implementation policy, regarding lower level manpower training?

2.3 A Review of the Political and Economic Intentions of Planning Towards a Reform of Vocational Training

The field and theoretical findings made up to now, however, do not exhaust the problem of apprentices' training. Nor is the discussion finalized as to the sustaining of Ghana's national economic development, without some reflections being made on the political and economic intentions of the present government.

It was pointedly highlighted in the preceding section that, unlike the high financing policy of the government on secondary school education, which leads to manpower planning at the middle and higher levels, lower level manpower training shows a comparatively narrow budget trend.[1] The Vice-President of the Third Republic Government J.W.S. de Graft-Johnson has, in spite of all doubtful aspects concerning the national development of Ghana, this consoling message for the Ghanaian public:

"We [have a] plan for development."[2]

The areas in which the supposed "plan for development" are associated with, are numerous and need not be discussed here. However, the crucial issue of what really contributes towards systemantic national economic development in a country like Ghana, and what would be more adequate to start with, may take us beyond the realms of pedagogics into economics, and the politics of bilateral and multilateral agreements between developing countries and industrialized countries.

The inadequacies of policy making which causes a developing nation to fully depend upon the industrialized nations (who once knew how best to educate the "Third World Countries" for their underdevelopment) are all too obvious to be elaborated. It appears that the most definite measure taken by Ghana's Third Republic Government under President Limann to promote crafts-industries has to wait until the

---

1) See footnote 3, p.59-60 and footnote 14, p.67

2) The Ghanaian Times, July 27, 1981, No.7, 340, p.1

World Bank, United Nations Development Programme (UNDP) etc., have ordered the government to act. Thus, in order to overcome the extreme disparity which the government has already created between the funding of Secondary School education and that of Vocational Training, the Budget reading raised hopes that the above stated lobby organizations might come to Ghana's aid in this way:

> "In support of the programme [i.e., the training of lower level manpower personnel], the United Nations Development Programme has made available to Government an amount of $ 80,000 to assist in the procurement of tools and materials and technical assistance. Also the International Labour Organisation (I.L.O.) has assigned an expert to assist in the preparation of a project document which will be submitted to the UNPD and the World Bank for further assistance."3)

The above Budget statements of the Third Republic Government make it easier to prophesy how "successful" Ghana's Vocational Training development would be in the near future. It is indeed, just as simple as pleasing oneself with the popular Christian missionary hymn:"We shall overcome one day." Notwithstanding whatever future outcome, the impact of pronouncing one's national economic planning upon the hope that some "aid" might come from the highly sophisticated world organizations, will rather make the future development of vocational training in Ghana too dependent upon "foreign aid".

Even if the above international organizations were purely "charitable" in their functions, should one not ask oneself how these organizations earn their living? To the government the answer is simple. As we noted earlier (see p.68 above), the NVTI in Ghana came into being with tech-

---

3) Budget Proposals for 1980/81, ibid., p.51

nical aid from the UNDP in 1968. Perhaps it should then be all too obvious that the Third Republic Government must have considered it all "too prudent" to establish new relationships by falling back upon the UNDP and others, for "cheap financial aid".

> "When we came in [i.e., the Third Republic Government] the country was virtually blockaded, with no oil and hardly ... any imports coming in. Outsiders were afraid and unwilling to do business with Ghana. What we have attempted to do externally was to normalise our economic relations with the outside world, meet our arrears and to make people feel that they can confidently do business with Ghana... I was recently in Brussels with the E.E.C. [European Economic Community] and I told them that if they wanted to do us any good they must come into the retraining in a big way. The World Bank is coming in." 4)

Eventually, the World Bank, UNDP, EEC and other international "aid-partners" will be all too willing to come to Ghana's aid in a "cheap way", but the real cost should not escape our attention.

The Twi-speaking society of Ghana (i.e., the AKANS) have a proverbial saying:"Kwan tia ye mmusuo" (the cheapest way of doing things is not always the best) to caution against the impact of "international aid" with reference to vocational training. Besides, the question should be raised as to what actually would be the final fate of funding Ghana's vocational training, if the above stated "bursary organizations" upon whom the government so much depends, happened to prove wholly unreliable. In order words, let us assume that the above organizations were non-existent; Ghana would still have to introduce a fundamental baseline to operate her lower level manpower training for her sluggish economy.

---

4) Amon Nikoi (Ex-Finance and Economic Planning Minister of the Third Republic Government) in:
New African, ibid., p.73-74

Indeed, all these questions and reflections are intended to make more clear that hardly any long-term politically conceived programme (based upon autonomous national capital resources) exists under the Third Republic Government to extricate Ghana from her dependence on the import of finished products.

An ILO-brochure clarifies at this stage the above proverb of the AKANS and demonstrates the importance of planning an autonomous and fundamental vocational training:

> "The adoption of a national economic plan is a prerequisite to success, and this in its turn requires the Planning of manpower resources... It may involve reconciling short and long-term aims, for manpower planning means priorities, with a clear decision on goals, a rational allocation of resources to attain them and a choice of techniques. Many new Governments are attracted by the idea of industries with a high ratio of capital, which often have a prestige value and are identified with the sophisticated technologies of the industrialised nations. In the I.L.O.'s opinion, it is necessary to explore the alternative of techniques which offer the greatest employment opportunities." 5)

If we consider the fact that there are more villages (rural settlements) than townships (urban settlements) in Ghana[6], we would have expected successive governments to focus more attention on what may be termed "Village Technology". The utilization of village and/or indigenous technologies in the framework of lower level manpower planning, will be discussed in later chapters.

Perhaps the findings shown above make clear that the Third Republic Government is indulging in a policy of holding Ghana's "international aid partners" responsible for the future fate of lower level manpower development/planning.

---

5) The I.L.O. and Africa, January 1966, p.16

6) I.K.Boateng, Roads to Rural Development, in: An Experiment in Integrated Rural Development: The Mampong Valley Social Laboratory in Ghana, 1978, p.48:"About 70 percent of the people in Ghana live outside urban centres in the rural areas."

This in particular shows the government's tendency to identify itself with sophisticated technologies, but not with village technologies.

High costs involved in the utilization of sophisticated technologies are the main political arguments which would be used to finally do away with the funding of lower level manpower training.

At this stage, let us reflect on other long-term proposed expenditure of the government (which can easily be conceived and fully implemented without the involvement of any international economic agency) below:

> "Silver Jubilee celebrations of the country's independence next year [i.e., 6th March 1982] will cost ¢ 69,2 million. The report of the Finance subcommittee of Parliament explained that the ¢ 69 million will cover consumable items that will be used solely for the celebrations and cannot be resold.
>
> The items include souvenirs cups for school children, uniform for Forces, food and beverages. Apart from the consumables, there will be an additional ¢ 243,603,140.02 to cover capital assets, development and constructional programmes.
>
> The capital assets involving ¢ 45.9m are cars which can be sold after the celebrations either at the cost value or higher to earn revenue, and items that will not be sold but will remain valuable assets to Government organizations such as television cameras. Development and constructional programmes that will cost ¢ 197,7 million are projects 'which are a necessity for the celebrations.' Examples are improved telecommunication facilities, renovation of State Hotels, improvement on Sunyani, Kumasi and Tamale airports, Labadi Pleasure Beach and 'face lift' of specified roads.
>
> On the foreign exchange components of the funding, the committee recommended that the Bank of Ghana should make the necessary provision." 7)

---

7) Daily Graphic, Wednesday, July 29, 1981, No.9562, p.1

Finally, let us turn once more to the Ex-Minister of Finance and Economic Planning of the present government - the Third Republic Government:

> "On the domestic front we have tried to bring some order into our finances and to set our priorities. The most important thing is that we have been honest enough to tell the people of the country the harsh truth about our economic situation. We have not indulged in the business of saying 'With immediate effect' this and that, knowing [very] well they were unattainable. We have raised no false hopes.
>
> So you see it is irresponsible of any democratically elected government to give false hopes to raising expectations that it can do certain things [such as long-term economic planning towards lower level manpower training] that it cannot really do or sustain. We have not come back into government in an attempt to build a democratic system on false hopes and expectations.
>
> What I am saying in effect is that people must be patient. We cannot do the impossible." 8)

---

8) Amon Nikoi, ibid., p.73-74

Chapter Three: A Retrospective Analysis of Vocational Development in Pre-Colonial Ghana

3.1 A Reconstructive Documentation of the Early Vocational Apprenticeship System

Throughout the history of mankind, each particular society of the world had come to sense the pivotal need to implant many useful skills into its individual members. Young people had to learn to distinguish between the basic and specialized types of training demands of their families, groups or societies.

The distinction between the two phases (basic and specialized) of training differed considerably from one particular society to another, depending upon the societal norms which are set as "standard" for training. Referring to societies throughout Ghanaian history, the basic aspect of training comprised the acquisition of a variety of knowledge about the environment: this stretches from the knowledge of one's mother tongue, the life-histories of one's ancestral descendants to the cultural life and beliefs of neighbourhood castes.

Based upon several years of rehearsals through parlour games etc. during the infant years, some basic knowledge was retained in memory as guidelines.

> "Of course, reliance on memory alone placed severe limits on education of that type, and that is why education was much more advanced in those African countries where the use of writing had come into being."1)

Before the emergence of overseas traders and adventurers, there had been relatively little effort to teach infants about the unknown world beyond their geographical environment. This "shortcoming" might not, however, have com-

---

1) Walter Rodney, ibid., p.263

pletely prevented the imagination and minds of certain individuals from pondering over the possible world lying beyond their reach in the period in question. On the domestic front however, this training in oral traditions furnished the clues to individual members of society so that they had fully amassed a command over their environment.

> "The first prerequisite for mastery of the environment is knowledge of that environment. By the 15th century, Africans everywhere had arrived at a considerable understanding of the total ecology - of the soils, climate, animals, plants and their multiple interrelationships. The practical application of this lay in the need to trap animals, to build houses, to make utensils, to find medicines, and above all to devise systems of agriculture." 2)

However, Ghana, just like any other nation in the world, could certainly not have been exempted from the universal processes of evolution. That is, the manpower needs and development of the country could not have begun with the incoming traditions and cultures of the outside world as late as 1470 in Ghana. Before contacts with overseas adventurers etc. in the 15th century, the people of Ghana had actively engaged in finding means of survival. One instance of those activities leaves obvious traces in Ghana today. This was the need to exploit the local marketable resources for their self-sufficency and/or basic needs. It was within the daily activities in support of their lives that the kind of specialized training in question was defined and emerged. One of PEIL's recent studies (mainly empirical) along the coastal areas of Ghana regarding apprenticeship tradition, further traced this:"Goldsmiths have been active in Akan society for centuries."[3)]

---

2) Walter Rodney, ibid., p.47-48

3) Margaret Peil, The Apprenticeship System in Accra, 1970, p.139

Particularly the need to exploit one's environment should sufficiently make clear that (the universal factors of "discoveries" is an ubiquitous anthropological phenomenon) in each of the different societies of Ghana, the inhabitants had long since embarked upon some methods which lead to economic development. The various "know-hows" which were methodologically applied in the various early approaches turned out to be complex.

> "These were natural gifts and personal inclination, and the occurance of the necessary materials, for example clay, plants, salt, iron. Such factors dominated the development of what may be termed group crafts such as those of the goldsmith or blacksmith, the weaver or potter, the woodcarver, leather worker, rope maker, boat-builder and many others."4)

Bearing in mind the fact that all the various communities of Ghana had not only embarked upon gradually creating townships and economic development, but had also begun to grow in population, each of the various fields of production and manufacturing units had to increase their input supplies. The shortage of manpower inevitably called for the demand of what had been termed by the AKANS of Ghana as:"Adwuma Osuani" (trade trainee) since time immemorial. Occupational training in each of those marketable resources on which the various communities depended, emerged as a decisive daily activity of the young. It established a clearly defined societal role for the young and meant that they were directly linked with the adult working world and involved with manpower planning. However, this resulted in one negative aspect: the problem of child-labour.

---

4) H.O.A. Mc William & M.A. Kwamena-Poh, ibid., p.4

The problem of child-labour ought to be briefly analysed, not at all as a way of finding some excuses to become reconciled to it. The historical process of Ghana's occupational training (i.e., at the "specialized training" level) clearly reveals that it was subject to the tradition of hereditism. Though each of the master-craftsmen was willing to teach their ingenious skills to other members of society, it was their first and foremost vow to teach it to the most immediate members of their family/relatives. This, in other words, means that skilful people who possess the key knowledge of some occupation, made sure of capitalizing on their skills. Perhaps they thought of doing this in case of a sudden illness or even their death. This specific ethos of the master-craftsmen could also be judged the other way round. Most probably too, one reason for their protectionism was to prevent the loss of their patents.

The master-craftsmen thus apprenticed their own children to their specific ingenious skills, as early as between the ages of eight and ten.

> "At an early stage in his training course, which would begin at the age of about eight or nine, the young boy learnt the names of the tools and the use of each one. After this kind of introduction there followed what may be regarded as on-the-job training; that is, the apprentice followed the master craftsman in his daily routine and learnt from what he did. This stage would last for several years during which a number of other things must have been learnt beside the actual artistic processes." 5)

There were instances however, where the young acquired more than a single occupational skill. This was partly because some occupations were badly in demand both on the local market as well as those on the "inter-transit" and/or

---

5) H.O.A. Mc William & M.A. Kwamena-Poh, ibid., p.5-6

the hinterland markets.[6] Perhaps the most marketable occupations in which the young received their specialized training included that of the iron-smelting trades, or the goldsmith's trade and leather manufacture. Irrespective of whether or not a parental or family-based occupation was less lucrative than another, it was almost certain to be the second if not the first trade that was to be taught to the young members of the family. There were several instances, where the young of some well-known non medical practioners (healers) who had initially set out to become, say, a blacksmith, had trained themselves part-time in the occupation of their parents.

As earlier noted, outsiders (i.e., non-family members), too, could equally be introduced into each one of those gradually emerging occupational skills. In their case, however, they had to agree to pay a certain amount of training fees.

> "The fee included paying for drinks, part of which was poured in libation to invoke the blessings of the deities associated with the particular craft. Part was poured on the tools used in the craftwork; this was done since it was believed that this would prevent the apprentice from hurting himself with the tools he would handle."[7]

Mc WILLIAM & KWAMENA-POH trace, on the other hand, some evidence which describes the "handed down" tradition which caused the occupational family ideology of heredity to take the form of protectionism:

> "The young apprentice, usually the son of the [master-craftsman], would begin his course in a sort of booth roofed with palm leaves with open sides in a main street of the town or village. Other [craftsmen] had similar booths in the same street and in this way [they] gathered themselves into an association rather like the craft guilds in medieval Europe...

---

6) Compare Kwame Arhin, West African Traders in Ghana in the Nineteenth and Twentieth Centuries, 1979, p.51-64

7) F.K. Buah, ibid., p.237

> If the apprentice was a son of the master-craftsman, then at the end of his course he worked with his father until old age or death might make him the inheritor of his father's tools..." 8)

Out of sheer prejudice however, Mc WILLIAM (a deceased British subject and Ex-Principal to Government Training College of Tamale, Ghana) and his co-writer KWAMENA-POH (a Ghanaian Senior Lecturer in History, University of Science and Technology, Kumasi) conclude that they do not value the type of societal development which took place before the arrival of overseas adventurers in Ghana, because it does not conform with the Western norms. The following dubious statement typifies their historical/anthropological analysis:

> "In the first place, since attention was focused on the group [i.e., the entire family and/or relatives], it led to the neglect of the individual... Secondly, its adherence [i.e., the family groups] to tradition was an obvious hinderance to development. Birth and environment dictated the channels of development. There was no room for a new career for birth fixed for life the social status of each individual.9) Hence the tendency for passive attitudes towards life, and lack of incentive to change one's environment. Thirdly, no figures and letters were learnt. There could be no future for such a system, and it was bound to break on its first encounter with the outside world..." 10)

I have cited this portion of Mc WILLIAM and his co-author's book for several reasons. These joint-writers would indeed be speaking quite rationally if they were to concern themselves more with the traces of foreign culture and traditions in present-day Ghana: the impact of Christianization

---

8) H.O.A. Mc William & M.A. Kwamena-Poh, ibid., p.5-6

9) H.O.A. Mc William & M.A. Kwamena-Poh base their argument on the thesis of the colonialist D. WESTERMANN; "The African Today and Tomorrow", Oxford 1949, p.102

10) H.O.A. Mc William & M.A. Kwamena-Poh, ibid., p.9

on Ghana's development; the impact of European "civilization" in the context of the myth of starvation on the domestic front; the impact of European-based heavy-industry on the lower level manpower planning in question; the impact of European-based education on rural exodus, etc.

First of all, how enlightening are the above-mentioned scholars on the question pertaining to the causes of Ghana's delayed national development?

To begin with their last statement "there could be no future for such a system...", one has a strange suspicion that it is relatively easy to predict "development". However, it is a general phenomenon that neither in the fields of biology and economy nor in the field of cultural anthropology, can development be perfectly predicted. Nor may it be seen as a fully automatic process. "A culture is a total way of life"[11]; but it is completely unknown whether the cultural and/or developmental process of a specific society of the world in its earliest stages could be easily predicted. This, in other words means that "development in human society is a many-sided process."[12] Besides, Mc WILLIAM & KWAMENA-POH are misleading when they claim that the various groups in pre-colonial Ghana neglected their individual members. The opposite of this claim is true. For instance, it is a well-known fact that

> "...from the earliest times, man [i.e., the individual] found it convenient and necessary to come together in groups to hunt and for the sake of survival."[13]

In other words, therefore, groups hardly existed which did not take individuals as the basic and/or the strength of the group. For just as groups depended on their individuals, so also did individuals depend on their groups. If,

---

11) Walter Rodney, ibid., p.41
12) ibid., p.9
13) ibid., p.9-10

however, Mc WILLIAM & KWAMENA-POH's assertion is true that the individual was "neglected" by his group, then such individuals, indeed, hardly existed at all. But this assertion could hardly be true in the Ghanaian context.[14)]

Some early thinkers such as KROPOTKIN, who concerned himself with the "individual-group-phenomena", once termed it "Co-operation". In KROPOTKIN's words,"...co-operation is a primary social process. It began with earliest mankind. It was a necessary defence against enemies of all kinds. Co-operation has attracted the attention of man [i.e., the individual] as a process to be encouraged."[15)]

The overall analysis of Mc WILLIAM & KWAMENA-POH is neither comparative, (in terms of how other early societies in different countries experienced their transitional phases of individual-group-relationship) nor does it identify the social realities that can be traced throughout the history of Ghanaian society. An account of a comparative study into other early societies shows that it was not until the beginning of the fifteenth century that psychological and economical factors led to the emancipation of certain individuals in their societies. Following the analysis of BOGARDUS, it can be seen that not until "...the dawn of the Renaissance, tradition and dogmatism were ruling mankind. Here and there, however, certain persons were perceiving the nature of the bondage. Occasionally a cry for individual freedom was uttered. Petrarch dared to say that the world was made for man's enjoyment. The early Teutons crudely developed the idea of personal liberty. In France a movement arouse which culminated in the doctrins of natural rights and 'Back to Nature'. Both Rousseau

---

14) Compare Bruce T. Grindal, Growing Up In Two Worlds, Education and Transition among the Sisala of Northern Ghana, 1972, p.5-84

15) Kropotkin and Co-operative Social Thought, in: The Development of Social Thought; by Emory S. Bogardus, 1968, p.381

> and Voltaire were promoting the cause of individualism. The stress upon individualism in England became so deeply ingrained that it exists today as a powerful form of traditionalism. The United States was founded, in part, upon a doctrine of natural rights." 16)

But just at the time when some individuals in Europe were heading for their psychological and economical emancipation, the colonial powers had begun a scramble for slaves in Ghana and Africa as a whole. A calamitous event, which resulted in the capturing of several thousands of skilled craftsmen; men and women who would have given the impulse for a gradual national development, were snatched out of their environment. Mc WILLIAM & KWAMENA-POH should try to imagine the opposite case and the effects on the development of Europe and North America in the 15th century if Africans had removed the pioneers of these developments.

Furthermore, Mc WILLIAM & KWAMENA-POH argue that "...another major weakness in the system was the lack of a sense of comparison and estimating which is still evident among illiterate Ghanaian folk. Thus it is not easy to get from such people an adequate description of the size, length or height of objects, or an estimate of the distance between two places." 17)

It seems to be clear that the deeper the said authors go on with their pseudo-analysis of Ghana's traditional system of education, the more they indulge in a distortion of the facts. One of their most misleading standpoints make clear, however, that the authors did not reflect that "WEIGHTS", "MEASURES" and "METRICS" are throughout the world, regarded as <u>compromise</u> norms and standards, but not as objective or absolute standards. But it is all too

---

16) Emory S. Bogardus, The Development of Social Thought, 1968, p.196

17) H.O.A. Mc William & M.A. Kwamena-Poh, ibid., p.9

obvious that all that the authors most probably perceived for themselves as "evident" in the context of perceptional attitudes among "illiterate" Ghanaian folk was this: these scholars could only have conducted their perceptivity tests from the British way of perceiving and/or by judging Weights, Measures and Metrics, but not the "illiterate" way of the Ghanaian people. Otherwise, they truely would have found out that their claim was the opposite of the truth. It seems, however, that they were far too quick to be prejudiced against some common sense attributes of people they regarded as "mentally weak". For example, the assertion that a person deprived of formal education cannot estimate the distance, say, from his village/home to that of a relative's, friend's etc. may be regarded as highly doubtful. Let us presume that an "illiterate" person, was asked the question: how many miles he needed to go by foot to a particular destination he knew well, and answered that he had always walked for two nights to that particular destination. Would this answer not be a valid attempt to provide an estimated answer based on a descriptive time or distance measure? To Mc WILLIAM & KWAMENA-POH, such an answer will clearly not fit "their standards" of perceiving objects. To them, a man's "sense of comparison and estimating objects" is deemed to be based upon an answer which is exactly expressed in a measures table. I shall simply cite the psychophysicist STEVENS, who has repeatedly made known the uncontradicted fact that the "adequacy" of measures is neither an attribute of intellectual ability nor "illiteracy", but a matter of one's opinion:

> "In its broadest sense measurement is the assignment of numerals to objects or events according to rules." 18)

---

18) S.S. Stevens, Mathematics, Measurement and Psychophysics, in: S.S. Stevens, Handbook of Experimental Psychology, New York 1951, p.1

Returning to the question of Ghana's pre-colonial activities pertaining to vocational training, BUAH further makes the following statement:

> "The master-craftsman worked with only a handful of tools on a small quantity of raw materials. In nearly all cases no machinery was used. The finished product was purely a hand-made product. In consequence mass-production was unknown.
>
> Master-craftsmen of the same profession, in a locality, generally formed themselves into a sort of guild. Members of the guild observed certain well-defined professional methods of work, and followed customary procedures, breaches of which would result in a close-door trial, followed by fines or a repremand. Before Christianity became firmly established, craftsmen attached to their profession some religious practices. The workshop and tools had to be consecrated by the pouring of libations and the offering of the blood of animals, such as sheep or chicken, before work started. There were several occasions when members of the guild underwent other special religious observances." 19)

He (F.K. BUAH) proceeds to describe the recruiting ceremonial session of an apprentice thus:

> "The master-craftsman generally had a few apprentices working under him.[20] Certain prescribed rituals were performed before the beginner started his apprenticeship. Leading members of the guild assembled; the father or guardian of the would-be apprentice paid a fee as an advance." 21)

---

19) F.K. Buah , ibid., p.237

20) PETER LLOYD, 'Craft Organization in Yoruba Towns', 1952, p.43: "A father will only train one or two sons in his life-time; but a master who keeps two apprentices for a three-year course will train twenty craftsmen in thirty years."

21) F.K. Buah , ibid., p.237

In conclusion, it becomes clear that young people in their various communities were not left idle to howl with the wolves, but to take part in the process of national development, accompanied by apprenticeships. Thus, it was the training of young persons which determined the efficiency of manpower supply and utilization.

3.2 Societal Values for Craftsmanship Training

The ancient people of Western Europe - notably the Germans - have an old saying:"Ein handtwerck hat einen guldin boden"[1] or "Handwerk hat goldenen Boden" (Handicraft has a wealthy foundation; author's translation) to describe the high economic value which they conferred on their craftsmen.

In the process of developing all those various emerging fields of occupation, the very position of a young person receiving some kind of training, was highly honoured. Apprentices were highly honoured because the only means by which the various societies could receive any one of those emerging skills of occupation, depended upon their training. Because of the fact that the newly emerging products of inland manufacturers had begun to inspire consumers, more and more people paid tribute to craftsmanship training. Every single apprentice who was "freed" or completed a course of training potentially offered some services towards the overall national development. For instance, iron-smelters or blacksmiths who specialized in the manufacturing of hooks, machetes, hoes and several other appropriate tools, were contributing towards the development of those economic activities which were especially labour intensive.

However, before we continue the analysis, let us find some evidence in support of the thesis above: that there existed far before the eve of colonialism iron manufacturing skills all over West Africa:

> "There were several sites in West Africa with rich deposits of surface iron or which the people mined and smelted for the manufacture of a variety of articles: axes, adzes, hoes, gongs, knives, swords, arrows, fishing hooks, chisels, etc... At some stage in the history of West Africa, iron bars were used as a currency."[2]

---

1) Karl Friedrich Wilhelm Wander, Deutsches Sprichwörterlexikon, Band 2, Leipzig 1870, p.338

2) F.K. Buah, ibid., p.238

The same is true too of young people being apprenticed to craft occupations in the fields of bronze manufacture.

> "Certainly in the sixteenth century skilled men had learned the craft of smelting tin and copper to produce bronze. Out of this, people were able to manufacture a variety of bronze articles: bangles, vases, sculpture and figurettes in the form of men and animals.[3] The kingdom of Benin and Ife [in Nigeria] particularly, specialised in bronze work. In other forest kingdoms such as Asante [in Ghana], bronze plates were used to decorate royal stools and the stools of other important personalities."[4]

But let us now face some other more recorded facts as can be extracted from CALLAWAY's recent study:

> "In those days raw materials were obtained locally. Blacksmiths made fires from palm kernel shells and local wood. Their bellows were made from the skins of animals and their furnaces were constructed of local clay. Builders of houses used local mud with thatched leaves for roofing. Potters found the best clay in the vicinity to make drinking vessels, plates, bowls, and cooking pots. Weavers used cotton grown in the area. Dyers used ash mixed with elu plant to effect their colouring. Baskets were fashioned from palm leaves and cane from waterside areas. Mats and hats were woven from grass and plant fibres. Black soap was made from palm kernel mixed with ash and later from cocoa pods. Calabashes were made from gourds. Belts, mats, bags, and drums were made from the leather from animals skins brought in by hunters. Beer was brewed from plantain and banana; palm wine was tapped from the palm tree in the same way as it is done today."[5]

In fact, the above lists of facts are unlimited and could be added to indefinitely, but the point is already appar-

---

3) For detailed information see Horizonte (Berliner Festspiele), titeled: Africa - "Texte, Dokumente, Bilder", 1979, p.95-97

4) F.K. Buah, ibid., p.238-239

5) Archibald Callaway, From Traditional Crafts to Modern Industries, in: Ile-Ife, 1965, p.30

ent: several fields of apprenticeable occupations were emerging. There was no need to go to the World Bank, UNDP, EEC (if they existed) before the inhabitants decided to head for qualified manpower planning to serve their basic needs.

As can be readily observed, different cultures all over the world regarded handicraft occupations as though they were traditionally next to the gods that they worshipped. That is to say, people rightly believed that their lives were improving so long as the various sectors of the economy were developing. Certainly however, since no process of development can require only a single night to mature fully, young people who were receiving occupational training in pre-colonial Ghana had still to develop neglected sectors of the economy.

Having laid foundations for the skill training of young people as described above, the various artistic skills were yet to undergo several other innovational processes. This would have been necessary because the local and hinterland markets would have become a determinant factor in encouraging artisans to discover some of their weak points, and to embark upon artistic improvements with the aim of satisfying consumers.[6] The young producers and manufacturers in question certainly would not have needed the "aid" of Christian missionaries along with colonialists to have acquired those necessary standards.

Finally PETER LLOYD has the following ethymological records to illustrate the truth about the extent to which some other neighbouring early societies also conferred high values on handicraft occupations, and thus its training activities:

> "The Yoruba today have one of the most diversified economies of West Africa. Even before the arrival of the British their craft industries, such as blacksmithing, weaving and wood-carving, had reached a high level." [7]

---

6) Compare Raymond W. Firth, "Orientierung im Wirtschaftsleben", in: Institutionen in primitiven Gesellschaften, 1967, p.7-18

7) Peter Lloyd, Craft Organization in Yoruba Towns, 1952, p.30

Chapter Four: Suggestions for a Reform of Vocational Training within the Educational System

4.1 Amending the Present System of Pre-University Education in Favour of a Convergent System

As remarked in the previous chapters, since a formal system of education was introduced in Ghana, no binding law has existed which rules that the governing bodies (the state) are directly responsible for lower level manpower training. Nor were privately established institutions of local economic activities (firms) directly assigned, by a co-operative division of labour, for example, to be wholly responsible for the said training. In either case, neither private firm owners and/or industries and successive Governments have been held to be responsible for lower level manpower training in Ghana.

As earlier noted, formalistic thinkers operate totally bureaucratically when making the claim that, where no clearly defined laws of a specific kind exist for the people, the problem of public complaints does not arise.

The following reconstructed case-study may demonstrate how at one time the formalistic colonial administration in Ghana introduced certain formal laws which were simply too hard to interprete upon the strength of man's common sense:

> "In 1948 the Gold Coast was an English colony, ruled by representatives of the English king. A publisher named Abosi [a Ghanaian citizen] was called before the governor and his council. He was accused of printing the laws of the colony without the governor's permission. He was told not to print anything from then on without the governor's permission. The next governor of the Gold Coast made a law that no person should ever be allowed to use a printing press in the colony.
>
> This governor said, 'I thank God, there are no free schools or printing in this colony, and I hope we [i.e., the successive governors] will not have them for a hundred years.

> Learning makes people disobey, disagree with most people, and gather together with people who think differently. Printing has encouraged them to learn and even to criticize the best governments. God keep us from free schools and printing!'."[1]

The above cited case serves as a short digression with regard to formalism: making laws just to keep the people quiet, rather than making laws to encourage development. But have policy makers in Ghana today wholly distanced themselves from the policy makers of yesterday?

For comparison, it is appropriate too to cite Article 10 of Ghana's Constitution at this stage for a study probe:

> "The Government shall endeavour to provide equal and adequate educational opportunities in all fields and at all levels for the people of Ghana."[2]

At first blush, one may or may not discover the formalistic finesse about the content of Article 10 as above stated. However, let us operate with the word endeavour in the entire context of Article 10 of Ghana's Constitution, for clarification.

In comparison, the only difference between Article 10 of the Constitution and that of the foregoing cited case-study (footnote 1) is that Article 10 does not openly say "God save us from productive schools and apprentices ". Yet, by the term "endeavour", the entire content of Article 10 becomes perfectly bureaucratized:"se mettre en devoir". That is, the government of the day shall make it its duty to see to it that no Ghanaian citizen is deprived of equal educational opportunities. But had the government of the day therefore made its accepted duty clearly binding?

---

1) Your Rights and Responsibilities as a Ghanaian Citizen (Civic Education Series No.1), December 1968, p.18

2) Constitution of the Republic of Ghana, 1979, p.11

Indeed, the answer to this question is obviously no. To avoid every doubt it should be clearly noted that in the context of Article 10 of Ghana's Constitution, the term "endeavour" freely allows any one particular government of the day to continue to find a list of frustrating excuses to do away with the people. In short, the government of to-day and to-morrow will keep promising to do what they can within the formal meaning of the word "endeavour".

This analysis brings us back to page 3 above. On page 3 above, the question was raised as to who carries the responsibility (Government versus Industry controversy) concerning lower level manpower training in Ghana. At the same time too, the incoherent question regarding Article 10 of Ghana's Constitution was raised. It was described clearly on page 3 above as including in it a persistent handicap in terms of its non-binding and purely bureaucratic character. It also makes it difficult for young people who wish to acquire gainful occupational training to see their way clear for support.

In either case, it was observed that a thorough solution to the problem in question has not yet been resolved. That is, neither the Government nor Industry is clearly prepared to become the beast of burden in solving the perpetual handicap of several thousands of young people who are ready to learn some kind of occupation in Ghana.

The above findings provide a highly critical forum for discussion and suggestions. For reflection, I shall begin with the following words of SHAPOVALENKO:

> "The idea that the main purpose of education is to prepare a young person to take his part in working life, and that to this end instruction must be combined with manual work, dates back to the Renaissance. Its origin was connected with the radical changes taking place in production methods and the development of science at that time." 3)

---

3) S.G. Shapovalenko, Polytechnical Education in the U.S.S.R., UNESCO monographs on education - III, 1963, p.21

As far as education, formal or informal, can be perceived as a device for carrying out the main tasks of national development is concerned, the pre-marxist idea as summarized immediately above can be generalized. However, having assiduously followed the preceding chapters of this study, one would be highly exaggerating in attempting to claim that the structure of Ghana's formal education were ever operated in conformity with the above cited general idea about education.

But regardless whether one is, perhaps, deeply of the conviction that Ghana's formal education system, past and present, is productive or not, the undisputed basic fact is this: since a formal system of education came into being in Ghana, "educational and industrial interests [have not yet] come into contact with each other."[4] This assertion, however, needs to be clearly elaborated in the particular case of Ghana. It was observed in earlier chapters that successive governments (with exception of the First Republic Government under President Kwame Nkrumah, with whom could be identified some ideas of socialism and collectivism) have not sought to define in clearer terms a particular national policy of development which obviously should start at grassroots level.

As earlier pointed out, governments of the day in Ghana have, in the most obvious instances, confused the practical meaning of education and development. But the permanent tragedy is that whilst the confusions remain unchanged, the much shorter route becomes the one that leads to dependency on the highly industrialized countries. And it goes without saying that the developing countries of the "Third World" do not have the power to choose the course which their national development should take. In

---

4) Yves Legoux, Sociological Aspects of Vocational Training, in: The World Year Book of Education, Education within Industry, 1968, p.71

Ghana, the scope of the influence and contradictions which are often described as "industrial cooperation" by the so-called "donor" countries ranges from the importation of machets to robots.

It is precisely, however, these recommendations to import prestigious machinery for the purpose of economic development that have occasionally proved destructive in Ghana. This aspect brings us back to the question posed above (see footnote 3, page 3) as to under whose influence industry is run in Ghana.

To be able to understand clearly why educational and industrial interests break apart from each other in Ghana, the discussion must first seek to analyse clearly whose face is hidden behind the mask of Ghana's so-called industrial holdings.

In general terms, industry is a concept which has a range of complicated aspects, since it include all forms of managements, business enterprises or factory workshops of either manufacturing and/or producing operational processes, which involve manpower recruitment. For all that, however, it is highly important to draw attention to the fact that unlike handicraft activities, industry is in particular noted for the process of mass production, based mainly upon the use of machinery.

Needless to say therefore, it may be seen that the entire process of industrialization, throughout history, has been a second phase of development in man's working world, which comes next after all forms of non-mechanized (handicraft) processes of production and manufacturing. All countries of the world today to whom the term "highly industrialized" refers, have gradually passed through uninterrupted phases of pre-industrial production and manufacturing activities. Europe's headstart in the transition from manual work to industrialization, which is marked by

the introduction of machinery into man's working world, remains undisputed. This (thankfully) missed phase of industrialization, be it either that of Europe, USSR, North America or in Japan[5], saw a new era of industrial-based training. The specific function conferred on "industrial training" was clearly distinguished from the traditional forms of basic or literary education, which are run under the authority of states.

A frame of reference in accordance with UNESCO's definition pertaining to industrial training, unlike the latter, is thus distinguished:

> "Activities which aim at providing the skills, knowledge and attitudes required for employment in a particular occupation, group or related occupation, or for exercising a function in any field of economic activity."[6]

The foregoing analysis hopefully makes vividly clear that with the emergence of industrialization phases, industrialists saw the need to embark upon the concept of implanting skills into growing in training generation of young people who could otherwise have been isolated and unproductive. As this implies, the industrialists' interests were not inconsistent with that of the state-funded literary forms of education as such, and indeed, the industrialists' interest in training was shared by the state. I shall term this divided form of interests between industrialist's training on the one side, and the state's basic or literary forms of educational institutions on the other,

---

5) See Tadashi Hasegawa, Changes and Prospect of Technical and Engineering Education in Japan, and Tsuneo Nakamura, Trade Skill Training in Vocational Training Centers; in: Technical and Technological Education in Japan, 1972, pp.9-21, 131-140

6) Terminology of technical and vocational education, UNESCO, ibid., p.38

as "educational-convergency". This aspect involved several other things which go beyond the realms of providing for mere human basic needs. I shall not discuss the problems in detail in this study, but try to demonstrate one single example which gives a true picture of the fact that the pioneer states (governments) of industrialization, worked together with industry. To ensure that industry developed and survived, each of those governments in question introduced conventional education systems which were extended to meet the requirements of industry.[7a-f] With the introduction of these forms of trade training facilities, young people were expected to have acquired industrial training qualifications, at a given age. In short, external education (i.e., industrial training) made young persons who did not proceed to other theoretical levels of education undertake occupational training; for there was less room for the waste of manpower.[8]

7a) See Ten Years of Training, Developments in France, Federal Republic of Germany and United Kingdom, 1968-1978, prepared by the I.L.O. Training Department, 1979, pp.15-134

b) Walter Niens, The Historical and Social Background to Education within Industry in West Germany, in: The World Year Book of Education, Education within Industry, 1968, pp.109-119

c) Training systems in Eastern Europe, A study of change in the organisation of training in the USSR, Poland and the German Democratic Republic, prepared by the I.L.O. Training Department, 1979, pp.1-86

d) Gertrude Williams, Industrial Training in the United Kingdom, in: The World Year Book of Education, Education within Industry, 1968, pp.121-128

e) Brian Holmes, Industry and Vocational Training: National and Historical Studies, in: The World Year Book of Education, Education within Industry, 1968, pp.88-91

f) Gustav Grüner, Hochschulreife mit Berufsabschluß, Beispiele für die Neugestaltung der Abschlüsse im Sekundarschulwesen in Ost und West, 1970, pp.9-216

8) Compare footnote 3, p.99

[illegible] [illegible] [illegible] [

> with exports proceeds. This implies that trade is being subsidized from other sources of revenue, impending development in the other sectors. The major imports into Africa include industrial goods, machinery, transport equipment, and such durable consumer goods as automobiles, radios, refrigerators, cooking stoves, and furniture." 13)

Perhaps, the above generalizations have made clear some of the basic facts concerning the national economic interests of the industrialized countries due to their basic handicap of lacking raw materials for the running of their economies. These generalizations were necessary to provide some evidence against forms of pseudo-industrialization which are being highly encouraged by some "Third World Countries". Occasionally, in the case of Ghana, the impressions which are created by several multinational economic activities which operate under pseudonyms such as "joint-ventures" and "marketing consultants", is that the process of industrialization is being promoted and that grass-roots economic development is unnecessary. The goals of these ventures are not first and foremost to promote the training of apprentices, but to open new markets which serve the economic interests of the overproduced finished products of industrialized countries. In any case, these alien-based concepts of "industrial development" are not the ones this study intends to discuss primarily.

Before proceeding further to find some solutions to the consistent occupational handicap among young people of Ghana, I shall briefly allude to some factual characteristics about the "essence" of foreign-based industrialization concepts in Ghana.

As was earlier noted, the important stages of national development which most "Third World Countries" had required for their own patterns of economic development and autarchy, were suppressed by their foreign invaders. This situation has not, however, been made good up to present time.

---

13) B.W.T. Mutharika, ibid., p.179

Seen from this point of view, the difficulty of finding a clear definition for the term "industry" in the particular case of "Third World Countries", is the central problem. This problem arises because the advanced countries of the world have, due to the nature of their exports, in a paternalistic manner, omitted certain stages of the industrialization process which ought to have been covered by developing countries themselves, namely the handicraft stages. One example in Ghana's case will illustrate this fact:

> "Most of the foreign capital entering the country has been used rather for the development and extraction of raw materials like gold, manganese, diamonds, bauxite, timber and cocoa, which are sent abroad to feed the factories of the advanced industrial countries, from whom most of our own manufactured requirements are imported.
>
> The extent to which we are dependent on the manufacturing industries of foreign countries can be seen quite readily by looking at the things we use in our daily lives." 14)

Ghana's situation well illustrates the fact that the term "industry" in developing countries can be referred to as an absolute euphemism. To avoid confusion, let us use the term "extractive industries", but not "industrialization" at this stage of development. At the latest most people in the developing countries realize that they are not industrialized when maintenance and/or spare parts problems for their imported machines occur. Yet, most "Third World Countries" are all too suddenly tied up outside-imposed term "industry" in many aspects of their economic activities. Certainly, the term "industry", in most "Third World Countries", has had little or nothing to do with "handicraft-industries" as such. With regard to Ghana, the term in question is not only unrealistic, but it is also divorced from the whole framework of the national economic development. To "boost" national economic development, successive governments as well as private entrepreneurs

---

14) E.A. Boateng, A Geography of Ghana, second edition, 1970, p.101-102

mainly engage in the business of importing into the country "modern" machinery from the advanced industrialized countries.

But, as we have seen, development does not emerge with the mere insertion of "modern" machines. Initially, one of Ghana's largest state owned modern enterprises, popularly known as the "Ghana Industrial Holding Corporation"(GIHOC) was established with the aim of operating at a total capacity of 100%. Yet, together will all other privately owned modern industries (i.e., "joint-ventures"), the average yearly rating capacities do not exceed 10-20% output.[15] The appropriate reply to account for the remaining 80% underproduction rate varies:

a) unclearly defined policy-making; and the insertion of prestigious technologies.[16]
b) omission of necessary stages of development
c) lack of trained manpower per sé
d) "...denn die Möglichkeiten zu einer handwerklich-technischen Berufsausbildung entsprechen bisher nicht den Bedürfnissen der Wirtschaft".[17]

(for the possibilities of handicraft-technical training [see boxes marked T/V/C and PT, Diagram II, p.50] have, so far, not met the demands of the economy.)[17a]

BAILEY rightly observes the following:

> "The experience of Ghana illustrates the fact that the development of an industrial sector in Africa results in the importation of foreign technology operated by a small but growing élite, and at the same time the creation of a national bureaucracy."[18]

---

15) Neue Zürcher Zeitung, Mittwoch, 6.Januar 1982, Fernausgabe Nr.2, p. 12

16) Compare footnote 5, p.79

17) Statistik des Auslandes, Länderkurzbericht, Ghana (Hrsg.): Statistisches Bundesamt Wiesbaden, 1980, p.8

17a) Author's translation

18) Richard Bailey, Africa's Industrial Future, 1976, p.173

In summing up the discussion, I shall refer to RODNEY, whose analysis calls for rethinking as follows:

> "In recent times, economists have been recognising in colonial and post-colonial Africa a pattern that has been termed 'growth without development'... It means that goods and services of a certain type are on the increase. There may be more rubber and coffee exported, there may be more cars imported with the proceeds, and there may be more petrol stations built to service the cars. But the profit goes abroad, and the economy becomes more and more a dependency of the metropoles. In no African colony was there economic integration, or any provision for making the economy self-sustained and geared to its own local goals. Therefore, there was [and still is] growth of the so-called 'enclave' import/export sector, but the only things which developes are dependency and underdevelopment." 19)

---

19) Walter Rodney, ibid., p.256

4.2 Restructuring Ghana's Present System of Literacy Education to meet the Demands of Lower Level Manpower Training

The overall discussion thus suggests an inevitable need for a model which seeks to redress the imbalance in Ghana's education and training programme.

On this score, the model introduced below (see p.114) suggests a seamless system of education and training, whereby the local working adult world (marked "Employment/Training Field") in Ghana becomes the first terminal point of education for young people needing occupational qualification.

The model suggests that most minor age[20] boys and girls who complete their regular nine-year Primary/Junior Secondary schooling (from P1 - JS3), should have a further four-year non-stop (marked "Normal") period of apprenticeship training within the system. In the same way, too, those who proceed to Junior Secondary Lower courses, have the option of entering apprentice-based occupational training. The third aspect concerns those who should have the option either of undergoing a shortened term apprentice-based occupational training or of following regular course studies based upon a period of twelve months practical training. This period of practical field orientation or training should be done in their respective chosen fields of study. It is suggested, for instance that, future students in the fields of agricultural science, of medical science, of veterinary science, of economic science and many others, might gather for their theoretical courses some important information from the working adult world. They might also come in contact with their professional fields prior to their studies.

---

20) Persons who have not attained the age of eighteen constitute the minor age group in Ghana (see The Constitution of the Republic of Ghana, 1979, p.41).

Persons striving for some types of middle-level manpower qualifications might earlier complete an apprentice-based occupation, to be on the safe side. "Teacher Training" students coming from SSL or SSU (see model 1, p.114) would do at least a twelve month teaching practice and observation in schools or in their related social fields before proceeding to their courses at the middle level manpower training institution.

Unlike the past and the present inadequate systems of education as demonstrated on pages 46 and 50 respectively, the alternative model for the future as presented on page 114 for discussion seeks to connect education in its broadest sense, with the overall aspects of Ghana's economic interests. Educational planners in Ghana are therefore called upon to start rethinking their varying approaches and "strategic" positions which lead to the following wasteful argument:

> "At the end of the middle or continuation course, those who pass out are expected to start working to earn a living. But... those who pass out of the middle school will find it difficult to get jobs to do. This is because, unlike those who attend continuation schools, they have not been taught subjects with practical skills which would enable them to do a particular kind of job."[21]

Instead, fruitful discussions suggest that Ghana's free and compulsory system of education (i.e., from P1 - JS3) had better be extended (as shown in model 1, p.114), and thus lead to gainful occupations for its students.

Three supra-governmental institutions in Ghana, namely the Manpower and Economic Planning Commission, the Labour and Social Ministry, and the Education Ministry, are responsible for model 1 under discussion. It is, perhaps, the appropriate time for these above-mentioned ministries to

---

21) Issac Dankyi Mensah, Citizenship Education for Schools, Book 2, 1976, p.12

redefine the particular goals that formal education should achieve in future economic development. Radical rethinking is needed from the said ministries because it is true to remark that, "...all of us who have had formal education have found it difficult to return to the traditional economy, and both the Government and the public opinion have contributed to this difficulty. Yet the slowly expanding modern economic sector cannot absorb us all."[22]

More and more emphasis is being laid upon the need to revive Ghana's traditional economic sector for training and/or employment within the framework of the model that has been presented, not because it is intended to anger some scholars, who have an aversion to this sector, but because most critical studies rightly advocate that

> "...unemployment was scarcely a problem in traditional Africa. All persons had their assigned duties in tribal cultures, whether occupationally tending crops, hearding goats, acting as warriors or sitting in councils of the elders."[23]

The foregoing analysis further suggests that, since the gradual phasing out of the machine-based industrialization era[24] is all too obvious, it would make better sense for the primary producing countries of the "Third World" to concentrate upon their more customary handicraft industries, which once made them self-sufficient. CALLAWAY's profound documentation on the particular case of the ILE IFE (Nigeria) district should be highlighted at this stage in support of the argument above:

> "Weaving, spinning and dyeing are related crafts which were more vigorous in the past than at present. Passing down their skills from father to son, the weavers still

---

22) Ernest Taylor, ibid., p.151

23) Philip Ndegwa & John P. Powelson, in: Employment in Africa, Some Critical Issues, ILO 1977, p.1

24) Several studies pointing to the present unemployment problems in the highly industrialized countries provide conclusive indications for this assertion.

> stretch out their yarn in length of 17 yards, weigh it down with a stone or wooden block, and work with great dexterity on their hand-made looms. They weave in strips of 4 to 5 inches, and one weaver can produce 3 yards in a day that lasts from dawn until dusk, with breaks for lunch and rest. It takes four and a half days to complete the fourteen strips for a woman's wrapper and this may sell as little as 15 [shillings] or as much as £3 depending on the quality of the weaving and whether it is being made to special order."[25]

But unlike other scholars, he (CALLAWAY) did not observe Africans' indigenous craft-industries through rose-tinted spectacles. Having keenly emphasized the need to do away with unnecessary prejudice against handicraft occupations in the following statement:

> "When judged by the standards of more developed countries, their enterprises i.e., handicraft products may be unimpressive, but their successes point the way to others."[26]

CALLAWAY proceeds to suggest what should be done to encourage the hand-made products of Africa's local trades, as follows:"First it is necessary to have - and in large numbers - skilled craftsmen with a sharpened business sense."[27]

Following CALLAWAY's guidelines as just cited above, the next factor that comes into the discussion (after educational and manpower planners have done away with their prejudices against the traditional economic sector) should be how best Ghana could budget for her manpower training. On this point, less need be said: manpower training at the base of the local economy should be set as our national primary goal, we should not only focus on middle and higher level literacy qualifications. There is no point in investing huge sums in the purchase of unnecessary products which in turn lead to starvation of the masses and their dependency on foreign powers.

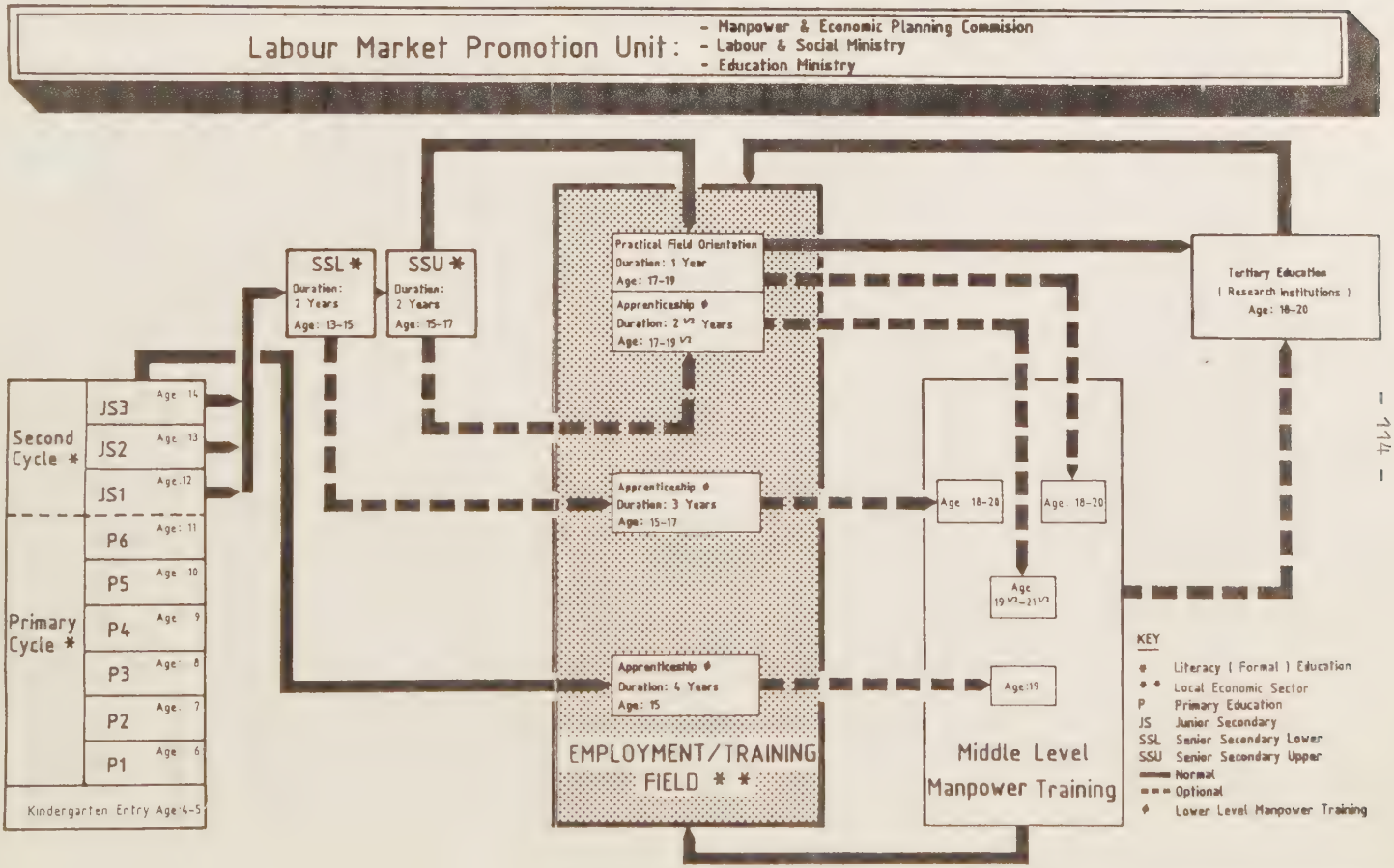
---

25) Archibald Callaway, ibid., p.33

26) ibid., p.29

27) ibid., p.29

MODEL 1 (Alternative) : Convergent Education and Training System



4.3 The Reintroduction of Local Trades

The attempt now is to direct attention towards local trades. The term "local trades" in this context refers to any one particular trade that is in line with handicraft activities which primarily depend on Ghana's output of raw materials. In this respect, training funding should be orientated towards local resources. The introduction of this type of training poses several questions:

a) the market and/or consumer demand;

b) the means of production (local know-how);

c) raw material availability.

The forthcoming chapters of this study will touch on all the points raised above. To begin with the latter question, it may be clearly stated that in a radical move to make formal education productive in future, there is no problem as regards raw materials in Ghana. All townships and villages have enough mineral or agricultural resources to start employment and training facilities.

As was noted earlier, however, up to now, almost all raw materials extracted in Ghana go abroad to feed, primarily, foreign manufacturers. In essence, Ghana's role in the international division of labour is politically and economically clear-cut. While her local resources go to promote labour and training overseas, her internal economic development itself heads for collapse.

Oddly enough, the state's own trade training standards tested by the National Vocational Training Institute (see contents of page 74 above), are not geared towards the development of Ghana's basic raw materials.

Yet, once a vocational training at the national level is started, the most basic aspect attached to it must be to explore the value of local resources. Van RENSBURG de-

scribes some basic aspects of an approach to opening up other local work opportunities, and also which will help to avoid the usual mistakes made in the past.

> "Apprenticeship served the industrialised world well, over centuries, as a system of transmitting, improving and spreading skills. However, an obvious postulate of apprenticeship is the skills to be transmitted should be available in the society and engage in productive enterprises of some kind or other, already in existence."[1)]

Another occasional writer on the question of Africa's "education/occupation nexus", PHILIP FOSTER, has to a certain extent, supported the idea of avoiding empty expectations from the modern economic enterprises, but rather focuses attention on local sectors and the necessity of utilizing and/or developing them. He puts it this way:

> "The character of the colonial and neo-colonial structures that have emerged with their heavy emphasis on employment with government or with larger European controlled concerns undoubtedly leads to emphasis on the possession of formal educational credentials for entry into jobs in the 'modern sector'. This combined with limited employment opportunities in that sector is likely to lead to a rapid escalation of the minimal credentials necessary for job access since there is a continual diminution in the 'occupational currency' of a given level of education."[2)]

Before proceeding to suggest some basic local trades, let us follow below one typical case study concerning a paradoxical deal in which the project owner itself (Ghana), has from the onset, become the overall losing economic

---

1) Patrik van Rensburg, The Serowe Brigades, Alternative Education in Botswana, 1978, p.57-58

2) Philip Foster, Education and Social Differentiation in Africa: What we think we know and what we ought to know, Working Draft, UNESCO, Paris, 8 November 1977, p.35-36

partner. DAVID HART whose information describes the involvement of Ghana's international partners in her Volta Aluminium Project tells the true story as follows:

> "As a result of the V.R.P. [Volta River Project], Ghana is now tied into the world aluminium industry in a most unsatisfactory manner. Ghana exports bauxite, imports alumina, exports primary aluminium, and imports rolled aluminium to be fabricated into aluminium products. This situation is economically and politically expedient for the aluminium companies but is technically inefficient in terms of energy usage - the needless transportation of heavy materials over long distances - and is certainly not in the economic interests of Ghana.
>
> Over the last twenty-five years the British Aluminium Company has taken more than five million tonnes of bauxite from their mine [joint-venture industry] at Awaso [in the Western Region of Ghana]. About 80 per cent of this has gone to the U.K. [United Kingdom] to be processed into alumina. The implementation of the V.R.P. has in no way affected this trade in one of Ghana's most useful resources. All the primary aluminium produced by the Valco [Volta Aluminium Company Limited] smelter is exported.
>
> The major importer of Ghana's exported aluminium is the U.S.A. [United States of America]. Other major markets for the aluminium are Japan, the U.K., West Germany and Sweden."3)

Indeed, HART, whose impression makes clear that he could no longer stomach the pains involved in this deal if he were a policy-maker in Ghana, draw attention that "if

> Ghana were to stop exporting bauxite and process it instead into aluminium for export, she would at least avoid this fragmentary use of her resources, and would have greater opportunity of control over a simple venture rather than her present weak

---

3) David Hart, The Volta River Project, A Case Study in Politics and Technology, 1980, p.59-61

> position, with multiple ventures in the aluminium industry. As it is, Ghana merely serves the world aluminium industry as a source of cheap bauxite on the one hand and as a source of cheap electricity for aluminium production on the other." 4)

In conclusion, I shall for the present time draw up the following list of locally-based manufacturing occupations which should in future be drawn to the attention of those who plan and implement Ghana's education/training system, as enough to start with:

1) Gold manufacturing trades 5)

2) Chromite manufacturing trades

3) Limstone and Marble manufacturing trades

4) Glass manufacturing trades 6)

5) Bronze manufacturing trades

6) Aluminium manufacturing trades

7) Pottery and terra-cotta trades

8) Bead manufacturing trades

9) Stone-cutter trades

10) Diamond-grinding trade

11) Bookbinding trade

12) Bakery trade

13) Canal-digging trade

---

4) David Hart, ibid., p.62

5) This field is twofold: in dentistry (medicine) and jewellery.

6) E.A. Boateng, ibid., p.89:"Excellent sand [i.e., quartz-sand] for the manufacture of glass has been discovered near Aboso" [in the Western Region of Ghana]

14) Road building trade

15) Well-digging trade

16) Boat-making

17) Soap manufacturing trade

18) Butchery

19) Farming and Stockbreeding trades [7]

20) Nursery trade

21) Fishing trade

22) Hunting trade

23) Horticulture trade

24) Gardening trade

25) Kaolin manufacturing trades [8]

---

7) M.E. Badu-Danquah, Agricultural Policy in a Developing Country, 1973, p.55: "It is characteristic of most parts of rural Africa for one to see here and there goats, sheep, pigs, cows, ducks, turkey, fowls and the rest of them roaming about and just feeding on whatever they can find. If these animals are to receive proper attention, [then] the rearing of animals [must] be made an important occupation."

8) Ghana Bulletin - Issued by the Information Section, Embassy of Ghana, West Germany - Vol.1, No.4, Bonn 2, 30th April 1982, p.7: "A large deposit of kaolin, a clay for the preparation of an anti-diarrhoea drug, has been discovered in the Kibi mountains in the Eastern Region [of Ghana]."

4.4 Reactivating of Traditional Craftsmen for Training in Rural-Urban Industrial Fields

Right from the beginning of this study, the availability of some considerable number of traditional craftsmen scattered over Ghana's rural and urban areas was proposed. The colonial impact on Ghana's economic development (mono-cultural economic policy, etc.) made most of them leave their original occupations. Their weakened occupational positions and loss of prestige within the modern economic setup are serious consequences of this, though these trades have by no means completely disappeared. The basic fact that a number of them are still prevalent, is an important factor in this section. For it is intended to suggest at this stage that the productive utilization of their know-how should attract more public attention.

In this respect, the second cycle curricular system could be extended to enable students at these levels have a potential role to play in the entire process of practical reform. Second cycle students could, within an extended curriculum for example, be made to explore the potential which has often been neglected, of local craftsmen whose skills could be registered. In this way negotiations could be carried out to enable their skills to be revived and passed on to the young.

From information obtained from the Arts Council of Ghana during my field studies in Ghana, I was able to visit a few towns and villages in which local crafts are practised. A few exemplary places were chosen. The first place visited was the small outlying village of Ho, the capital of the Volta Region, called AGOTIMI. To be able to meet skilled craftsmen who manufacture finished products meeting the demands of the suburban inhabitants, I chose the main local market day, which is traditionally held once a week.

On the occasion of this market scene, which also had the true characteristics of a social gathering of the people, many different marketable products were on show. Cloth manufacture was the main train in AGOTIMI. Both men and women master-craftsmen are engaged in this particular trade. Some who had not finished their products before the weekly market day had brought their semi-finished pieces of cloth with them. Others were seen at the spinning wheel directly at their market stalls.

But their very specific problem is all too obvious:"...as [master-craftsmen] they are producing far less than they might"[1], because the state had hardly bothered to recognize their problems. They could be made to transmit their skills to most of the rural school leaver population living in the suburban areas as well as at AGOTIMI itslef. In this respect, one or two trained textile engineers could be assigned to deal with the necessary theoretical training component. They could also contribute towards the upgrading of master-craftsmen by assisting them to improve more upon their special skills, and to establish what was earlier termed interrelation of forces. Perhaps my standpoint becomes clearer: a village like AGOTIMI in the Volta Region of Ghana, with all its highly skilled craftsmen, could be promoted to become a well-known site for generating more young craftsmen in the cloth manufacturing trade. This involves the task of manpower upgrading, especially the traditionally trained craftsmen.

In the same way too I would mention (if I had the power to decide what should be done to promote crafts and trades) that the village ALAVANYO, situated in the north-west part of the Volta Region, and the town called DAU in the Eastern Region, which are noted for their firearm crafts, should be made sites for trade training.

---

1) Philip Ndegwa & John P. Powelson, ibid., p.2

Other places which should also be mentioned are OBEWARE in the Eastern Region and AHWIA in the Ashanti Region. These small rural towns have some potential master-craftsmen who could be merged in co-operatives to generate bead and carving manufacturing trades respectively. Here again, these master-craftsmen could be given help in expanding their workshop capacities so as to absorb a sufficient number of young trainees.

Regarding bead manufacture: this author has reason to imagine (after observing the production of beads) that beads could be melted into buttons to cover local demand and beyond. If an experiment could be carried out to test this claim, then why should Ghana continue importing buttons from abroad? The outcome should be a task and a challenge to Ghanaian trained engineers in the related fields of metal-working crafts etc.

4.5 The Retracing of Traditional Labour Equipment and Techniques

The as yet unresolved question regarding which particular type of tools should be considered more appropriate in order "...to lighten the load of labour as well as to transform hostile environment into areas suitable for human activity"[1] in developing countries, is to be examined in this section.

Much as this particular question has been discussed world wide (some scholars in developed countries have gone beyond the extent of establishing famous institutions for the promotion and/or for solving the problem)[2] its political implementation poses several contradictions. The first point of critisism concerning the so-called "appropriate and/or intermediate technologies" lies in the questions as to (i) who decides what type of technology-transfer for developing countries? (ii) which countries should plan or develop the type of appropriate technologies in question and what real economic interests they have towards developing countries? (iii) whether the approach of the entire concept and discussion seek to identify what was there (in the affected countries) before and to improve upon them, or to simply produce something "new", other than robots for opening up new markets.

The second aspect which may be seen as contradictory to the problem-solving approach is the fact that most post-colonial governments of the "Third World Countries" are not themselves often "...clear about their aims and objectives when selecting incentives"[3] of technique. In such situations, the all-too-often desired policy of self-re-

---

1) Walter Rodney, ibid., p.49

2) See E.F. Schumacher, The Work of the Intermediate Technology Development Group in Africa, in: Employment in Africa, Some Critical Issues, 1977, p.131-148

3) Richard Bailey, ibid., p.183

liance and thus the deliverance from their economic and political dependency on the advanced countries of the world continues.

For instance, still taking the case of Ghana, one may observe that the introduction of indigenous or local handicraft technologies was not included in the process of national policy-making for development, as soon as independence was attained. In other words, the need to examine several of those local working tools used by craftsmen and find a means of improving upon them, did not occur to policy-making bodies in the field of production. On the contrary, the easy method of importing sophisticated machines from abroad was introduced.

The introduction of modern machines by the state as a policy, was a result of the fact that the post-colonial government of Ghana was itself competing with its overseas resource exploiting firms, who operated within the national economy. It may appear as if the government was not fully aware of its own contradictions at that time. But all successive governments have not made the attempt to clearly define their policies of economic development, geared towards the reintroduction of locally existent labour equipments and/or techniques either. In this connection RICHARD BAILEY truely observes the following:

> "In 1957 the C.P.P. Party, led by Dr. Kwame Nkrumah had to take a series of decisions on the policy of development to be adopted and the ways in which it would be carried out. In the industrial sector expatriate firms were important in manufacturing, mines and quarries, building, commerce and services. That is to say, a majority of firms employing 10 persons or more had foreign owners. The largest of these were Unilever, Ashanti Goldfields, Swiss Union Trading Company and the Cie Francaise de l'Afrique Occidentale." 4)

---

4) Richard Bailey, ibid., p.167

What I am postulating on the whole is that critical observation of the traditional adult working world in African societies will undoubtedly disclose the existence of several labour tools and techniques. They are most commonly to be found in rural towns and village homes of less-highly-regarded craftsmen. These more customary tools and techniques of the people which can be traced and improved upon at local levels, have up to now not been examined. Instead of making these local crafts more attractive, the so-called "appropriate and/or intermediate" type of what I will term "export and new opening market technologies" are here again, being given the leading chance to become the future "remedy" at all costs. But will the discussion about "appropriate technology", once it is mainly in the hands of researchers in the advanced countries of the world, be a real future remedy for developing countries?

This hypothetical question does not intend to raise doubts about the quality of the idea and concept of this or that technological mode, bearing the label: for export to developing countries. It rather intends to draw attention to policy-makers in the developing countries of the world, who crave more and more for overseas technologies, but forget to examine what potential values their own traditional labour can offer, if these are improved upon.

In this connection, it should be remembered that all the valuable handicraft products which were stolen[5] from the colonies to promote European and North American cultural

---

5) Professor Eike Haberland of the Frobenius-Institut in Frankfurt on the Main (West Germany) and several other scholars are not ashamed to maintain that over 95% of the European museum pieces, originating from "Third World Countries", were lawfully acquired by their colonizers; and that only the remaining 5% were most probably not lawfully acquired or stolen. My question is: Have these scholars any lawfully acquired receipts attached to them to provide evidence for their claims?

(For detailed information see Horizonte (Berliner Festspiele), ibid., p.146-152

centres and museums, had come into being through traditional labour tools of technique. Thus, it should be noted that "appropriate technology" is, strictly speaking, nothing new as such in the African context. The same is true of Asia and of Latin America.

In fact, a number of facts emerge from this point of departure, regarding traditional labour tools and their reintroduction.

> "The so-called 'Chinese approach' has been made workable by the development of an efficient administrative system, which runs from the national level down to the 'team' at the very bottom, through the province, region, commune and brigade." 6)

The overall analysis of this study has, finally, made it all too obvious that, until policy-makers in Ghana and in most developing countries of the world have given their strong support to apprenticeship training, several potential aspects of their national grassroot aims of development will undergo no development; and will continue to diminish. In short: apprenticeship training remains a political task; it raises other more useful questions to which the answer should come from the "Third World Countries" themselves.

---

6) Susumu Watanabe, ibid., p.180

Appendix I [1]

SYLLABUS FOR THE THREE Rs. (1870)

Subject	CLASS Standard 1	CLASS Standard 2	CLASS Standard 3
Reading ..	Narrative in Monosyllables	One of the narratives next in order after monosyllabies in an elementary reading book in the school	A short paragraph from an elementary reading book used in the school.
Writing ..	Form on blackboard or slate, from dictation, letters, capital and small manuscript	Copy in manuscript, a line of print	A sentence from the same paragraph, and slowly read once, and then dictated in single words.
Arithmetic ..	Form on blackboard or slate, from dictation, figures up to 20: add, subtract figures up to 10 orally, from examples on blackboard	A sum in simple addition or subtraction and the multiplication table	A sum in any simple rule as far as short division (inclusive).
Reading ..	A short paragraph from a more advanced reading book used in the school	A few lines of poetry from a reading book used in the first class of the school	A short ordinary paragraph in a newspaper, or other modern narrative, slowly dictated once by a few words at a time.
Writing ..	A sentence slowly dictated once by a few words at a time, from the same book but not from the paragraph read	A sentence slowly dictated once by a few words at a time from a book used in the first class of the school	Another short ordinary paragraph in a newspaper, or other modern narrative.
Arithmetic ..	A sum in Compound Rules (money)	A sum in Compound Rules (common weights and measures)	A sum in practice or bills of parcels.

Every scholar for whom grants were claimed must be examined according to the above standards.

1) Birchenough, History of Elementary Education, p.246, in: C.K. Graham, ibid., pp.123-124

Appendix II [2]

TIME TABLE FOR A TYPICAL MONITORIAL SCHOOL
(ABOUT 1888)

Morning

Time	1st Class	2nd Class	3rd Class
9.15 a.m.	Catechism	Collects	Lord's Prayer
9.30 a.m.	Reads and spells to the master	Reads and spells from lesson to teacher (i.e. monitor)	Reads spelling cards to teacher
10.00 a.m.	Repeats tables, cyphers and spells from cards	Spells from cards; writes from copper-plate cards to teacher	Reads and spells to the master; goes out
10.30 a.m.	Reads and spells from lesson to teacher	Reads and spells from the lesson to master; goes out	Writes copper-plate cards sitting
11.00 a.m.	Spells on the cards to the master; goes out	Writes a lesson from the spelling cards	Writes tables and figures; goes out again
11.30 a.m.	Writes copybook or if girls, sew	Goes out 5 mins., writes tables; repeats them from cards	Reads and spells to master

TYPICAL SYLLABUS IN GEOGRAPHY, HISTORY AND ENGLISH LITERATURE

Class	Geography	History	Class	English Literature (as a specific subject)
Standard II	Definitions, points of compass, form and motion of the earth, the meaning of a map.	Not taken below Std. IV	1st year	100 lines of poetry, got by heart, with knowledge of meaning and allusions. Writing a letter on a single subject.
Standard III	Outlines of Geography of Great Britain with special knowledge of the country in which the school is situated.		2nd year	200 lines of poetry not before brought up, repeated; with knowledge of meaning and allusions. Writing a paraphrase of a passage of early prose.
Standard IV	Outlines of Geography of Great Britain, Ireland and the Colonies.	Outlines of History of England to Norman Conquest.	3rd year	300 lines of poetry, not before brought up, repeated with knowledge of meaning and allusions. Writing a letter or statement, the heads of the topics to be given by Inspectors.
Standard V	Outlines of Geography of Europe — physical and political.	Outlines of History of England from Norman Conquest to accession of Henry VII.		
Standard VI	Outlines of Geography of the World.	Outlines of History of England from Henry VII to death of George III.		

2) Birchenough, ibid., p.246 and p.318,
in: C.K. Graham, ibid., p.122 and p.125

Appendix III [3]

PROSPECTUS OF THE COLLEGIATE SCHOOL
(19TH MARCH, 1876)

WESLEYAN HIGH SCHOOL—CAPE COAST

PRINCIPAL: James Picot, Esquire.

TERMS: Three Guineas per Quarter.

The following subjects are taught in the school, viz:—

I ENGLISH: In all its branches. A thorough instruction will be imparted at a charge of one guinea per quarter.

II EXTRA STUDIES: for each of which an extra charge will be made of seven shillings and sixpence per quarter as numbered.

Classics:	(1) Latin;
	(2) Greek.
Mathematics:	(1) Geometry and Mensuration;
	(2) Algebra;
	(3) Trigonometry.
Sciences:	(1) Chemistry;
	(2) Animal Physiology;
	(3) Natural Philosophy.
Modern Languages:	(1) French.

N.B.—1*st:* All applications and payments must be made to the Superintendent, the latter to be quarterly, in advance. No child will be admitted by the Principal who cannot produce her quarterly receipt for the payment of all fees.

2*nd:* The academical year consists of two sessions, with a vacation of two weeks. No boarders will be allowed to remain on the premises during the vacation.

3*rd:* Parents desiring their children to belong to the Boarding Department must first correspond with the Superintendent on the subject.

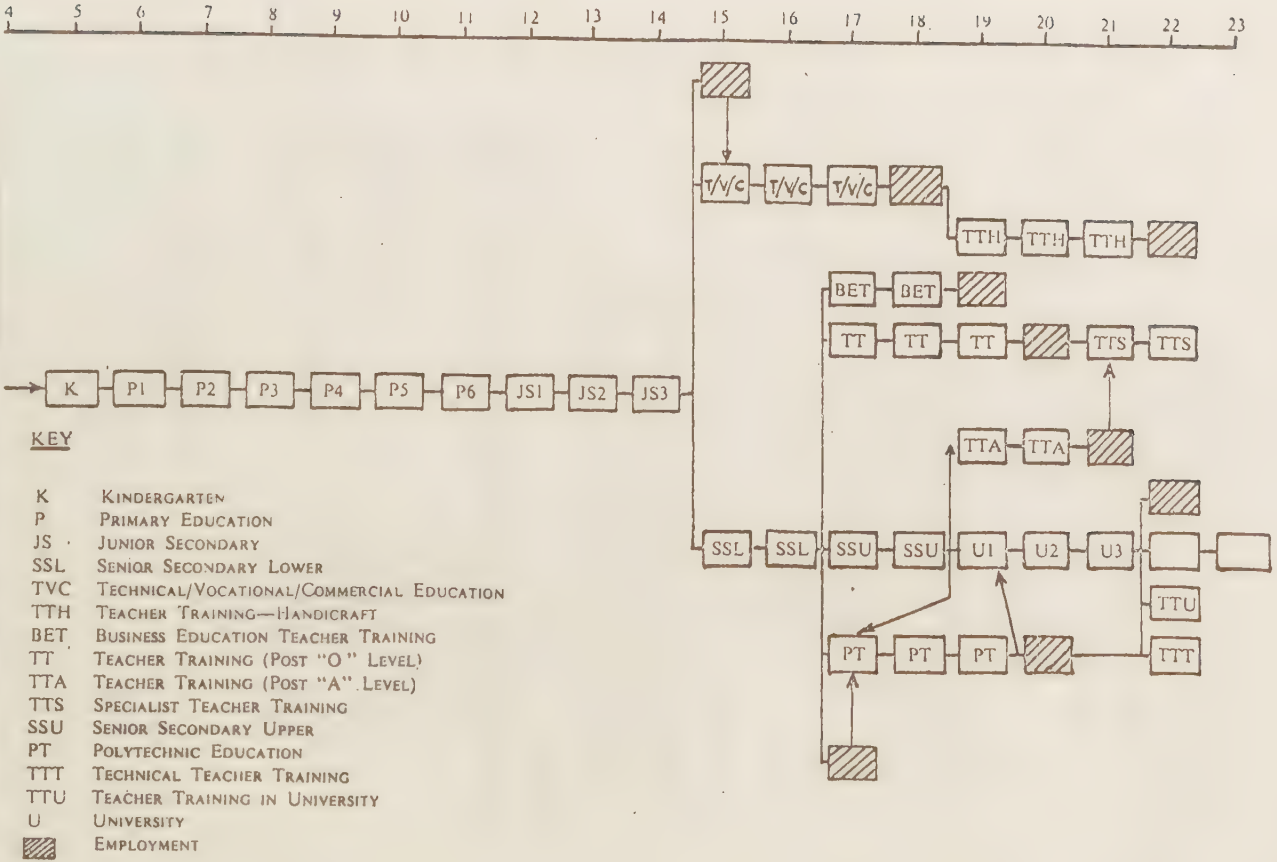
Cape Coast,
19*th March*, 1876.

By 1891, the scope of the syllabus had widened to include subjects such as Fanti and Book-keeping (*The Gold Coast People*—Supplement, p. 1, 26/10/1891).

---

3) C.K. Graham, ibid., p.126

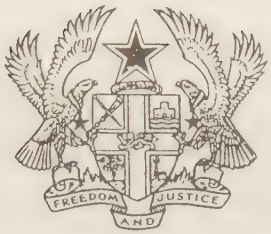
NEW STRUCTURE OF EDUCATION


4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
K P1 P2 P3 P4 P5 P6 JS1 JS2 JS3
T/V/C T/V/C T/V/C
TTH TTH TTH
BET BET
TT TT TT TTS TTS
TTA TTA
SSL SSL SSU SSU U1 U2 U3
TTU
PT PT PT TTT

KEY

K	KINDERGARTEN
P	PRIMARY EDUCATION
JS	JUNIOR SECONDARY
SSL	SENIOR SECONDARY LOWER
TVC	TECHNICAL/VOCATIONAL/COMMERCIAL EDUCATION
TTH	TEACHER TRAINING—HANDICRAFT
BET	BUSINESS EDUCATION TEACHER TRAINING
TT	TEACHER TRAINING (POST "O" LEVEL)
TTA	TEACHER TRAINING (POST "A" LEVEL)
TTS	SPECIALIST TEACHER TRAINING
SSU	SENIOR SECONDARY UPPER
PT	POLYTECHNIC EDUCATION
TTT	TECHNICAL TEACHER TRAINING
TTU	TEACHER TRAINING IN UNIVERSITY
U	UNIVERSITY
▨	EMPLOYMENT

1) Source: From the original print, The New Structure and Content of Education for Ghana, February 1974



THE FORTY-FIFTH

ACT

OF THE PARLIAMENT OF THE REPULBLIC OF GHANA

ENTITLED

THE APPRENTICES ACT, 1961

AN ACT to establish an Apprentices Board, to co-ordinate and regulate matters relating to apprentices and to provide for purposes connected therewith or incidental thereto.

DATE OF ASSENT: *22nd March, 1961*

BE IT ENACTED by the President and the National Assembly in this present Parliament assembled as follows:—

PART I—ADMINISTRATION, ETC.

Application of Act, etc.

1. (1) This Act shall apply to—
   (*a*) all employers of apprentices in any industry to which this Act has been made applicable under section 5, (such industry being hereafter in this Act referred to as the " applied industry "), including the Republic and its departments;
   (*b*) the apprentices of such employers; and
   (*c*) other matters relating to apprenticeship between such employers and apprentices.

(2) This Act shall not apply to—

(*a*) seamen;

(*b*) students of a university, university college or other educational institution who are exempted from the provisions of this Act by executive instrument in the form of an order made by the Board; or

(*c*) other apprentices belonging to any class or description who are exempted from the provisions of this Act by such instrument.

Establishment of Board.

2. (1) There shall be established for the purposes of this Act a Board which shall be called the Apprentices Board (hereafter in this Act referred to as the " Board ").

(2) The Board shall, by the name assigned to it by subsection (1), be a body corporate and shall have perpetual succession and a common seal and may sue and be sued in that name.

Constitution of Board.

3. The Board shall consist of—

(*a*) a Chairman appointed by the Minister for his experience in administration, matters of industrial training and other matters relating to industry;

(*b*) a person in the civil service appointed by the Minister, in consultation with the Minister responsible for education, for his experience in administration and in technical school organisation;

(*c*) a person appointed by the Minister to represent the departments of the Republic employing apprentices in applied industries;

(*d*) a person appointed by the Minister to represent employers of apprentices in such industries other than such departments, after considering the nominations of employers in such industry and organisations, if any, of such employers; and

(*e*) two persons appointed by the Minister to represent tradesmen in such industries, after considering the nominations of tradesmen in such industries and of organisations, if any, of such tradesmen.

Functions of Board.

4. The Board shall—

(*a*) make such inquiries as may be necessary for the purpose of determining whether the provisions of this Act should be made applicable under section 5 to any industry;

(*b*) order, by executive instrument made in accordance with section 5, the application of the provisions of this Act to any industry;

(*c*) estimate the requirements as to the number of apprentices necessary in any applied industry so as to ensure that such industry shall have an adequate supply of skilled workers and take measures to see that the said number of apprentices are being trained;

(*d*) specify, if it so thinks fit, the prerequisite education for apprentices desirous of entering an applied industry;

(*e*) co-operate with the Ministry responsible for education for ensuring that apprentices in applied industries obtain the maximum amount of technical training;

(*f*) consider whether it is desirable and practicable to introduce technical training during normal working hours;

(*g*) consider whether it is desirable to introduce a practical test or a written examination for apprentices in an applied industry before or at the completion of the apprenticeship; and

(*h*) discharge such other functions as may be conferred on it by this Act or by regulations thereunder.

Apprenticeship order.

5. (1) The Board, subject to the approval of the Minister, may, by executive instrument published in the *Gazette*, order the application of the provisions of this Act to any industry, such instrument being hereafter referred to in this Act as an "apprenticeship order".

(2) The Board may provide in any apprenticeship order in respect of an industry for the following matters—

(*a*) the period of apprenticeship in such industry;

(*b*) the minimum age at which a person may commence to serve as an apprentice in such industry;

(*c*) the minimum standard of education required before a person may commence to serve as an apprentice in such industry;

(*d*) where appropriate and practicable, the skills and operations to be taught to an apprentice in such industry;

(*e*) training in a technical school or other place, approved by the Minister in consultation with the Minister responsible for education, during or after the normal working hours;

(*f*) the number of apprentices in relation to an employer in such industry or the proportion of such apprentices to tradesmen in the industry;

(*g*) the wages, hours and other conditions of employment to be specified in contracts of apprenticeship relating to such industry;

(*h*) the date on which the order is to come into force; and

(*i*) such other matters as may be prescribed or may be provided for under any other provision of this Act:

Provided that, if such order makes provision for hours of employment—

(*a*) such hours shall not exceed the maximum period, if any, specified in an enactment for the time being in force for other workers in such industry or in an industrial agreement applicable to such other workers; and

(*b*) apprentices in such industry shall not be employed at any time when the employment of such other workers in the same locality will be a breach of such enactment or agreement.

(3) Before making an apprenticeship order in respect of an industry or amending or cancelling such order, the Board shall afford an opportunity to the National Apprenticeship Committee for such industry and a prescribed number of persons who are in the opinion of the Board representative of employers and workers in the industry an opportunity of being heard and of calling evidence in respect thereof:

Provided that where, in the opinion of the Board, the proposed amendment of the order is of a routine or trivial nature the Board shall have the discretion in the matter of providing for such opportunity.

National Apprenticeship Committee.

6. (1) There shall be established for the purposes of this Act in respect of the whole of Ghana for any applied industry a National Apprenticeship Committee constituted as hereinafter provided—

(*a*) if an organisation of employers and an organisation of workers in such industry agree in writing to have such Committee and have registered such agreement in the prescribed manner; and

(*b*) in case a Committee has not been established under paragraph (*a*), if the Board, on its own motion, or at the direction of the Minister, or on application made by a prescribed number of persons who in the opinion of the Board are representative of employers or workers in such industry, thinks fit.

(2) The National Apprenticeship Committee in respect of an industry shall consist of—

(*a*) the Apprenticeship Officer who shall also be the Chairman of the Committee;

(*b*) the member of the Board appointed under paragraph (*b*) of section 3, or some other person appointed by the Minister responsible for education for his experience in administration and in technical school organisation;

(*c*) a person appointed by the Minister to represent the departments of the Republic employing apprentices in such industry;

(*d*) a person appointed by the Board to represent employers, other than the departments of Republic, of apprentices in such industry, after considering the nominations of such employers and organisations, if any, of such employers; and

(*e*) two persons appointed by the Board to represent tradesmen in such industry, after considering the nominations of such tradesmen and organisations, if any, of such tradesmen.

Functions of National Apprenticeship Committee

7. The National Apprenticeship Committee in respect of any industry—

(*a*) shall advise on apprenticeship matters referred to it by the Board;

(*b*) may make recommendations to the Board in particular in respect of any apprenticeship matter relating to such industry and generally in respect of any apprenticeship matter whatsoever;

(*c*) may investigate complaints made by any apprentice in such industry or by any parent, guardian or employer of such apprentice in respect of any matter relating to the contract of apprenticeship of such apprentice and report on such complaint to the Board;

(*d*) shall foster and spread the ideals of apprenticeship in such industry;

(*e*) may visit during normal working hours class-rooms and workshops where apprentices in such industry are being trained;

(*f*) shall furnish the Board with such information as it may require relating to apprenticeship matters in such industry;

(*g*) shall exercise functions conferred on it under any other provisions of this Act; and

(*h*) shall exercise such other functions as may be prescribed.

Area Apprenticeship Committees.

8. (1) The Board may appoint in respect of any locality an Area Apprenticeship Committee constituted as specified in subsection (2) for carrying out in respect of such locality any function relating to apprentices, employers of such apprentices and any other matter relating to apprenticeship which it or any National Apprenticeship Committee may direct such Area Apprenticeship Committee to carry out.

(2) The Area Apprenticeship Committee shall—

(*a*) consist of the prescribed number of members, with the prescribed qualifications, appointed by the Board; and

(*b*) be appointed, subject to such conditions as may be prescribed.

Apprenticeship Officer.

9. (1) There shall be appointed for the purposes of this Act an Apprenticeship Officer and such other officers and servants as may be necessary.

(2) The Apprenticeship Officer shall—

(*a*) maintain a register of apprentices, a register of the persons who have been refused consent under section 13 to enter into contracts of apprenticeship and such other registers as may be prescribed;

(*b*) make such endorsements on contracts of apprenticeship as the Board or a National Committee of Apprenticeship may direct in writing or such other endorsements as may be required under this Act, so, however, that a Committee shall only give such direction in respect of the industry for which it was established; and

(*c*) be the Secretary of the Board and discharge such functions as the Board may direct him to discharge.

PART II—INDUSTRIAL AGREEMENTS, CONTRACTS OF APPRENTICESHIP, ETC.

Apprenticeship orders may be made referable to industrial agreements.

10. Notwithstanding anything contained in any other provision of this Act, the Board, may in any apprenticeship order in respect of an industry provide that—

(*a*) where there is an industrial agreement in such industry, any conditions contained in such agreement shall apply in whole or in part, with or without variation, in respect of apprentices in such industry; and

(*b*) the wages of apprentices shall be determined by reference to wages for the time being payable under any such industrial agreement

Appendix VI a

Q U E S T I O N N A I R E

The purpose of this questionnaire is to find Answers and Opinions to some of Ghana's Vocational and Skill Training problems.

Appendix VI b

To the National Vocational Training Institute; the Ministry of Labour, Youth and Social Welfare:

1) In recent years Government has observed a high correlation between Rural Exodus and Unemployment of school leavers. To solve this problem more job opportunities must be located in rural districts.

   Question:
   Has your Department, under the Third Republic Government of Ghana, proposed any future programme as regards job opportunities and Vocational Training for school leavers wanting Skilled Training?

   .....

   .....

2) If YES to question 1, how comprehensive is the programme?
   - Does it cover both Urban and Rural Districts of Ghana?
   - Does it attempt to solve the problem of school leaver migration to the cities?

   .....

   .....

3) Has there been cooperation between your Department and other bodies in Ghana or from abroad in approaching the problem of skill training in Ghana?

   YES.....

   NO.....

4) If the answer to question 3 is YES, please give some examples:

   .....

   .....

5) In which sectors of the labour market are there:
   a) a surplus of skilled labour?

      .....

   b) a lack of skilled labour?

      .....

6) What should be done to provide skilled workers?

   .....

   .....

   .....

Appendix VI d

To the Ministry of Education:

1) The introduction of the Continuation Education System by the Ministry of Education (Ghana Government) claims to provide school leavers with the means by which they might earn a living.

   Question:
   To what extend has the Ministry of Education planned to involve firms, cooperatives etc. to engage students to undergo block-practicals or the like in these undertakings?

   .....

   .....

2) How are students on teacher training courses now prepared to cope with vocational and skill training education?

   .....

   .....

3) In comparison with the former primary and middle school system, would you please say Continuation Education System is:

   a) less expensive to maintain.....

   b) too expensive to maintain.....

   c) costs remain the same?.....

4) Please, have you any other comments to make on the Government's expenditure on vocational and skill training education?

   .....

   .....

To the Manpower Planning Commission:

1) Has your Department estimated for example, how much the State would have to pay to establish one Employment Scheme designed to serve a Rural population covering about 15.000 inhabitants of the working-age group?

.....

.....

2) What is the officially registered figure in the working-age group (15-19 years) in Ghana now?

.....

.....

a) Girls.....

b) Boys.....

c) Do you have any information on their educational background?

.....

.....

To all Departments:

1) Has the Government, represented by:
the Ministry of Education;
the Ministry of Labour;
the Manpower Planning Commission;

taken the initiative to negotiate with economic establishments (national or international) on the problems of Vocational and Skill Training in Ghana?

.....

.....

YES.....

NO.....

2) If the answer is YES to question 1, please do you have details about the outcome?

.....

.....

3) Please, could you illustrate in brief, how the clerical staff of your Department acquire skills of training that are required for their employment?

.....

.....

a) Middle plus Commercial School qualification.....

b) Secondary School qualification.....

c) On-the-job training.....

d) Others.....

To the Finance Minister:

1) In an interview in the September (1980) issue of New African's Publication, you stresses, inter alia, the need for training of unskilled personnel, for example messengers in the Public Service of Ghana.

Question:
To what extent are the training measures expected to affect school leavers participating in the schemes?

.....

2) What is your Ministry's yearly expenditure on:

a) the training of school leavers wanting skills?

.....

b) the training of unskilled, older personnel?

.....

3) One of the main problems industry and handwork (craft industry) in Ghana has, is the lack of appropriate machinery and spare parts. The result is that often companies are not in a position to recruit trainees although they would like to.

Question:
In view of the fact that many companies need skilled labour, what is your Government's policy for example when a local company proposes to recruit trainees and pay half the cost, if the Government provides the other half?

.....

4) What could be done to attract private and overseas companies in Ghana to feel more concerned in your Government's Training Scheme?

.....

Appendix VI h

To the Trade Union Congress (TUC):

1) In thousands of craft workshops throughout Ghana, there are young people working in order to learn a vocational skill and to gain access to the adult working world.

   Question:

   To what extent does the TUC concern itself in the problems of these ambitious young people?

   .....

   .....

2) How many of your members, both engaged in the national and international economic enterprises are employed as:

   a) Skilled.....

   b) Semi-Skilled (Journeymen).....

   c) Apprentices.....

   d) Labourers.....

   e) Do you have any information on their educational background?

      .....

3) What would you consider to be the foremost handicap to your members in their work situation?

   a) Lack of Skill-Training and Competence.....

   b) The right to participate in the running of the concern.....

4) What methods do you use to recruit members to your Organisation?

   .....

   .....

5) What would you consider to be the chief motive of a worker when he decides to become a TUC member?

a) For safety and security reasons towards employer

.....

b) The worker is convinced of your activities through personal contact and local or regional information

.....

c) The worker feels he needs to be organized and it is simply a question of MUST

.....

6) Last of all, do you have any other comments (especially looking back to question 3)to make on behalf of your Workers Organisation?

.....

.....

BIBLIOGRAPHY

1) Books

AFRIKA: Texte, Domumente, Bilder	(Hrsg.)Berliner Festspiele Horizonte, Ein Arbeitsbuch, Peter Hammer Verlag, Wuppertal 1979
AKROFI, C.A. & BOTCHEY, G.L.	English TWI-GA Dictionary, Waterville Publishing House, Accra 1980 (Revised Edition)
ARHIN, Kwame	West African Traders in Ghana in the Nineteenth and Twentieth Centuries, Longman Group Ltd., London/New York 1979
BADU-DANQUAH, M.E.	Agricultural Policy in a Developing Country, Ghana Publishing Corporation, Accra/Tema 1973
BAILEY, Richard	Africa's Industrial Future, Davison Publishing Limited, United Kingdom, 1976
BOATENG, E.A.	A Geography Of Ghana, Cambridge University Press, London 1970 (second edition)
BOGARDUS, Emory S. (Ed.)	The Development of Social Thought, David Mc Kay Company Inc., New York, November 1968 (fourth edition)
BUAH, F.K.	West Africa since A.D. 1000 - History Notes - Book One: The People, Macmillan Education Limited, London and Basingstoke 1978
DANKYI-MENSAH, Issac	Citizenship Education For Schools, Book 2, Afram Publications (Ghana) Limited, Accra 1976

DORE, Ronald — The Diploma Disease, Education, Qualification and Development, George Allen & Unwin Ltd., London 1976

FANON, Frantz — Die Verdammten dieser Erde, (Hrsg.) Raddatz, Fritz J., Rowohlt Taschenbuch Verlag GmbH, Reinbeck bei Hamburg, Juni 1971

GHANA 1977 — An Official Handbook, New Times Corporation, Accra 1977

GRAHAM, C.K. — The History of Education in Ghana, The Ghana Publishing Corporation, Accra/Tema 1976

GRINDAL, Bruce T. — Growing Up In Two Worlds, Education and Transition Among the Sisala of Northern Ghana, Case Studies in Education and Culture, (Eds.)Spindler, George and Louise; Holt, Rinehart and Winston, Inc. New York 1972

HART, David — The Volta River Project, A Case Study in Politics and Technology, University Press, Edinburgh 1980

INFORMATIONSZENTRUM DRITTE WELT, FREIBURG (Hrsg.) — Entwicklungspolitik - Hilfe oder Ausbeutung? Die entwicklungspolitische Praxis der BRD und ihre wirtschaftlichen Hintergründe, Freiburg 1981

KHALDUN, Ibn — The Muqaddimah, An Introduction to History, Translated from the Arabic by Franz Rosenthal, Volume II, Bollingen Series XLIII, Princeton University Press, Princeton/New York 1967

KUTTE, Waldemar — Wirtschaftliche Lage der Entwicklungsländer, Historische Ursachen der Unterentwicklung, Einführung in die Entwicklungspolitik, Band 1, Verlag: Waldemar Kutte, Hamburg 1979

KUTTE, Waldemar — Gegenwärtige Ursachen der Unterentwicklung, Einführung in die Entwicklungspolitik, Band II, Verlag: Waldemar Kutte, Hamburg 1979

KUTTE, Waldemar — Entwicklungspolitische Strategien gegen den Hunger, Einführung in die Entwicklungspolitik, Band III, Verlag: Waldemar Kutte, Hamburg 1980

LANGER, P. — Die Außen- und Entwicklungspolitik der Bundesrepublik gegenüber Ghana, Eine Fallstudie zur Überprüfung der neueren Imperialismus-Theorie, Meisenheim am Glan 1975

MATTHIES, Volker — Neue Weltwirtschaftsordnung, Hintergründe-Positionen-Argumente, in: Analysen 27, Leske Verlag & Budrich GmbH, Opladen 1980

MUTHARIKA, B.W.T. — Toward Multinational Economic Cooperation in Africa, Praeger Special Studies in International Economic and Development, Praeger Publishers Inc., New York/Washington/London 1972

MYRDAL, Gunnar — Politisches Manifest über die Armut in der Welt, Suhrkamp Verlag, Frankfurt am Main, 1971

NKRUMAH, Kwame — Dark Days in Ghana, Panafrican Publications Limited, London 1968

ODAMTTEN, S.K. — The Missionary Factor in Ghana's Development (1820-1880), Waterville Publishing House Accra 1978

RENSBURG van, Patrik — The Serowa Brigades: Alternative Education in Botswana, Macmillan Education Ltd., London 1978

RODNEY, Walter — How Europe Underdeveloped Africa, Bogle - L'overture Publications and Tanzania Publishing House; London/Dar-es-Salaam 1973 (second impression)

SASNETT, Martena & SEPMEYER, Inez — Educational Systems of Africa, University of California Press, Berkeley/Los Angeles 1966

SCHEFFIELD, James R. et al. — Road to the Village, Case Studies in African Community Development, African-American Institute, New York, September 1974

SHAPOVALENKO, S.G. (Ed.) — Polytechnical Education in the U.S.S.R. - Monographs on Education III - UNESCO Paris 1963

STEVENS, S.S. (Ed.) — Mathematics, Measurement and Psychophysics, in: Handbook of Experimental Psychology, New York 1951

TAYLOR, Ernest — An Organizational Approach to the Analysis of Problems Affecting Education and Manpower Planning in Ghana, Publication by the Research Institute of the Friedrich-Ebert-Foundation, Vol. 107, Verlag Neue Gesellschaft GmbH, Bonn-Bad Godesberg 1974

WANDER, Karl Friedrich Wilhelm — Deutsches Sprichwörterlexikon, Band 2, Leipzig 1870

WILLIAM Mc, H.O.A. & KWAMENA-POH, M.A. — The Development of Education in Ghana, Longman Group Limited, London 1975 (new edition)

YOUR RIGHTS AND RESPONSIBILITIES AS A GHANAIAN — A Current Affairs and Civic Education Casebook - Adapted from the Book by Quingley, C.N. - Anowuo Educational Publications, Accra, December 1968

2) Articles

BEINE, Theodor W. — Strukturelle Gewalt und neue Weltwirtschaftsordung, Krise in der zweiten Entwicklungsdekade, in: Information, Zukunfts- und Friedensforschung III/1975, pp.113-123

CALLAWAY, Archibald — From Traditional Crafts to Modern Industries, in: Odu Ile-Ife, 2(1), 1965, pp.28-51

CALLAWAY, Archibald — Nigeria's Indigenous Education, The Apprentice System, in: Odu Ile-Ife, 1(1), 1964, pp.62-79

CURLE, Adam — Nationalism and higher Education in Ghana, in: Universities Quarterly, 16, 3, London 1962, pp.229-242

DZOBO, N.K. Values in Indigenous African Education, in: Conflict and Harmony in Education in Tropical Africa, Studies on Modern Asia and Africa, No.10, (Eds.): Brown, N. Godrey & Hiskett, Mervyn; George Allen & Unwin Ltd., London 1975, pp.76-87

FIRTH, Raymond W. Orientierungen im Wirtschaftsleben, in: Institutionen in primitiven Gesellschaften, Suhrkamp Verlag Frankfurt am Main 1967, pp.7-19, Originaltitel: The Institutions of Primitive Society, Basil Blackwell & Mott Ltd., Oxford 1956

FISCIAN, C.E. Educational Selection and Placement in Ghana: Some present problems and future prospects, in: Vierteljahresberichte (Probleme der Entwicklungsländer), Forschungsinstitut der Friedrich-Ebert-Stiftung, Nr.72, Bonn-Bad Godesberg 1978, pp.171-178

FOSTER, Philip J. Ethnicity and the Schools in Ghana, in: Comparative Education Review, Birmingham/Edinburgh 1962, pp.127-135

FOSTER, Philip J. Secondary School-Leavers in Ghana: Expectations and Reality, in: Harvard Education Review, Vol. 34, Cambridge 1964, pp.537-558

HODGE, Peter Ghana Workers' Brigade, a Project for Unemployed Youth, in: British Journal of Sociology, Vol.15, London 1964, pp.113-128

HOLMES, Brian — Industry and Vocational Training: National and Historical Studies, in: The World Year Book of Education, Education Within Industry, (Eds.): Lauwerys, J.A. & Scanlon, D.G.; Evans Brothers Limited,London 1968, pp.88-91

HURD, G.E. & JOHNSON, T.J. — Education and Social Mobility in Ghana, in: Sociology of Education, 40, 1, Albany/New York, 1967, pp. 55-79

LEGOUX, Yves — Sociological Aspects of Vocational Training, in: The World Year Book of Education, Education Within Industry, (Eds.): Lauwerys, J.A. & Scanlon, D.G.; Evans Brothers Limited, London 1968, pp.71-87

LLOYD, Peter — Craft Organization in Yoruba Towns, in: Journal of the International African Institute, Vol. XXIII, AFRICA, 23 (1) 1952, (Eds.): Forde, D. and Wyatt, B.E., Oxford University Press, London 1953, pp.30-44

MAZRUI, Ali A. — "Das Wort", in: Verlernen, was mich stumm macht - Lesebuch zur afrikanischen Kultur - (Hrsg.): Al Imfeld, Unionsverlag, Zürich 1980, p.141

NIENS, Walter — The Historical and Social Background to Education within Industry in West Germany, in: The World Year Book of Education, Education within Industry, (Eds.): Lauwerys, J.A. & Scanlon, D.G.; Evans Brothers Limited, London 1968, pp.109-119

PEIL, Margaret — Unemployment in Tema: The Plight of the Skilled Worker, in: The Canadian Journal of African Studies 3,2, Montreal 1969, pp.409-419

PEIL, Margaret — Ghana's Urban Craftsmen, in: West Africa, No.2788,(1970), p.1339 and No.2789, (1970), p.1363, London 1970

PEIL, Margaret — The Influence of Formal Education on Occupational Choice, in: The Canadian Journal of African Studies, Vol. VII, No.2, Montreal 1973, pp.199-214

PEIL, Margaret — The Apprenticeship System in Accra, in: Journal of the International African Institute, Vol. XL, AFRICA 40 (2), 1970, (Eds.): Forde, D. & Pym, B., Oxford University Press, London 1970, pp.137-150

RATHBONE, Richard J.A.R. — Education and Politics in Ghana, in: Africana Collecta, Materialien des Arnold-Bergstraesser-Instituts für kulturwissenschaftliche Forschung, Band 19, (Hrsg.): Oberndörfer, Dieter, Bertelsmann Universitätsverlag, Freiburg i. Br. 1968, pp.21-33

WALPOLE, J.W. — "Essential Expenditure", in: The Legon Observer, Fortnightly Organ of the Legon Society on National Affairs, Vol. XII, No.13, 24 November – 4 December, Liberty Press Ltd., Accra 1980, p.311

WILLIAMS, Gertrude — Industrial Training in the United Kingdom, in: The World Year Book of Education, Education within Industry,(Eds.): Lauwerys, J.A. & Scanlon, D.G.; Evans Brothers Limited, London 1968, pp.121-128

3) ILO - Publications

ANDRIAMANANJARA, Rajaona	Relating industrialisation in Africa to people's needs, in: International Labour Review, Vol. 117, No.6, November-December 1978, Geneva 1978, pp.757-760
EWUSI, Kodwo	Labour force projections and their implications for Ghana, in: Manpower Supply and Utilisation in Nigeria, Ghana and Sierra Leone, (Eds.): Damachi, Ukandi G. & Ewusi, Kodwo, International Institute for Labour Studies, Geneva 1979, pp.31-52
FORD, R.J.C.	The Village Polytechnic Programme in Kenya, in: International Labour Review, Vol. 111, No.4, April 1975, Geneva 1975, pp.307-320
GHAI, D. et al. (Eds.)	Overcoming Rural Underdevelopment: Proceedings of a Workshop on Alternative Agrarian Systems and Rural Development, Arusha, Tanzania, 4-14 April 1979, Geneva 1979
HAIGHTON, Thomas	Labour administration and the rural poor in Africa, in: International Labour Review, Vol. 117, No.6, November-December 1978, Geneva 1978, pp.721-731
KASSALOW, E. & DAMACHI, U.G., (Eds.)	The Role of Trade Unions in Developing Societies, International Institute for Labour Studies, Geneva 1978
MENDELIEVICH, Elias (Ed.)	Children At Work, Geneva 1979

NDEGWA, P. & POWELSON, J.P. Introduction, in: Employment in Africa, Some Critical Issues, Geneva 1977, pp.1-16 (second impression)

SCHUMACHER, E.F. The Work of the Intermediate Technology Development Group in Africa, in: Employment in Africa, Some Critical Issues, Geneva 1977, pp.131-148

WATANABE, Susumu Institutional Factors, Government Policies And Appropriate Technologies, in: International Labour Review, Vol.119, No.2, March-April 1980, Geneva 1980, pp.167-184

ILO - Training Department (Ed.) Ten years of training, Developments in France, Federal Republic of Germany and United Kingdom 1968 - 1978, Geneva 1979, pp.15-134

ILO - Training Department (Ed.) Training systems in Eastern Europe, A study of change in the organisation of training in the USSR, Poland and the German Democratic Republic, Geneva 1979, pp.1-86

ILO (Ed.) Glossary, Vol.13, Geneva January 1975, pp.1-13

ILO (Ed.) Employment: The Gathering Crisis, Geneva August 1972, p.2

ILO (Ed.) The ILO and Africa, Biel/Switzerland, January 1966, p.16

4) Development Plans, Seminar and Sessional Papers

ANIM, N.O. & KWANSA, K.B. — The Continuation Education System In Ghana, Working Document, prepared for participants in the Seminar on Planning Qualitative Innovations in Education held at the International Institute For Educational Planning, UNESCO Paris, 3rd to 7th April 1978, pp.1-25

BOATENG, I.K. — Roads to Rural Development, in: An Experiment in Integrated Rural Development: The Mampong Valley Social Laboratory in Ghana, Schott, John R. (Ed.), Papers presented at a Seminar sponsored by the Ghana Rural Reconstruction Movement, June 30 - July 3, 1977, International Institute for Rural Reconstruction and Ghana Rural Reconstruction Movement, New York 1978, pp.48-53

FOSTER, Philip J. — Education and Social Differentiation in Africa:"What we think we know and what we ought to know", Working Document prepared for the Social Research Council and also distributed to participants of the International Institute for Educational Planning on "Regional disparities in educational development", UNESCO Paris, 12-16 December 1977, pp.1-61

ODOTEI, E.O. — The place of vocational training in the planning of the country's development, in: National Vocational Training Institute, Proceedings of the Seminar on Skilled Manpower in the Development of the National Economy, Selina Patience Kwami (Ed.), Accra, 7th-8th November 1979, pp.15-22

SMUTYLO, Terry — Vocational Training For School Leavers: The Role Of The Wayside Workshop; Presented at the 1975 Conference of the Canadian Association of African Studies, Toronto, February 19th-22nd 1975, pp.1-36

5) Published and Unpublished Documents

GHANA's FIRST REPUBLIC GOVERNMENT — The Forty-Fifth ACT of the Parliament of the Republic of Ghana; The Apprentices Act, Accra/Tema 1961

GHANA's THIRD REPUBLIC GOVERNMENT — Budget Proposals for 1980-81, Budget Statement for fiscal year 1980-81; Presented by Amon NIKOI (Minister of Finance and Economic Planning on the authority of President Hilla LIMANN); Delivered to the National Assembly on Budget Day, Ghana Publishing Corporation, Accra/Tema, 27th June 1980

HASEGAWA, Tadashi — Changes and Prospects of Technical and Engineering Education in Japan, in: Technical and Technological Education in Japan, compiled by The Japanese National Commission for UNESCO Paris, December 1972, pp.9-21

MINISTRY OF ECONOMIC PLANNING — Ghana Five-Year Development Plan 1975/76 - 1979/80, Part II-III, Ghana Publishing Corporation, Acrra/Tema, January 1977

MINISTRY OF EDUCATION — The New Structure and Content of Education for Ghana, Ghana Publishing Corporation, Accra/Tema, February 1974

NAKAMURA, Tsuneo — Trade Skill Training in Vocational Training Centers, in: Technical and Technological Education in Japan, compiled by the Japanese National Commission for UNESCO Paris, December 1972, pp.131-140

NVTI — Functions of the National Vocational Training Institute, Selina Patience KWAMI (Ed.), Published by the Public Relations Section of the NVTI, Accra, October 1980

NVTI — National Vocational Training Board (Apprentice Training) Regulations, Ghana Publishing Corporation, Accra/Tema 1978

REPUBLIC OF GHANA — Constitution of the Republic of Ghana, Ghana Publishing Corporation, Accra/Tema 1979

STATISTISCHES BUNDESAMT WIESBADEN (Hrsg.) — Statistik des Auslandes, Länderkurzbericht, Ghana, Verlag: W. Kohlhammer GMBH Stuttgart und Mainz 1980, pp.2-32

UNESCO — Terminology of technical and vocational education/Terminologie de l'enseignement technique et professionnel, Ibedata, Paris 1978

UNESCO — World Survey of Education, Band V, Paris 1971

6) Daily Papers, International Press and Booklets

GOVERNMENT OF GHANA — Daily Graphic, Accra, Wednesday, July 29, 1981, No.9562, p.1

GOVERNMENT OF GHANA — The Ghanaian Times, Accra, Monday, July 27, 1981, No.7,340, p.1

INFORMATION SERVICES DEPARTMENT — Ghana Today Series: Education in Ghana 1529-1929, S.G. NIMAKO (Ed.), Ghana Publishing Corporation, Accra/Tema 1976, No.8, pp.1-33

INFORMATION SERVICES DEPARTMENT — Ghana Today Series: Education in Ghana 1930-1974, S.G. NIMAKO (Ed.), Ghana Publishing Corporation, Accra/Tema 1974, No.9, pp.1-42

INFORMATION SERVICES DEPARTMENT — Ghana Review, New Times Corporation, Accra 1980, Vol.4, No.2, pp.1-25 (special edition)

MINISTRY OF EDUCATION (Technical Education Division) — Accra Technical Training Centre, Prospectus, Ghana Publishing Corporation, Accra/Tema 1975

NEW AFRICAN — Ghana under the Civilians, London, September 1980, No.156, pp.55-74

NEUE ZÜRCHER ZEITUNG — Ghanas Wirtschaft in Konkurrenz mit Staat und Schmugglern - Währungskorrektur als Wunderheilmittel?, Zürich, Mittwoch, 6.Januar 1982, Fernausgabe Nr.2, p.12

Zusammenfassung

In der vorliegenden Untersuchung wird versucht, die Entwicklung eines Berufsausbildungskonzepts für Länder der "Dritten Welt" am Beispiel des westafrikanischen Landes Ghana darzulegen. Die konkrete Fragestellung lautet: Kann die Entwicklung Ghanas angesichts des großen Mangels an qualifizierten Facharbeitern seine vielschichtigen inneren Probleme selbständig bewältigen?

Zuerst werden vorliegende Befunde aufgezeigt:

- Faktoren, die als wesentliche Hindernisse im Hinblick auf die Problematik der Facharbeiterausbildung identifiziert werden,
- unterschiedliche Ansätze zur Facharbeiterausbildung, die von sukzessiven Regierungsformen konzipiert worden sind, die jedoch in keiner Weise mit den lokalen Realitäten im Lande in Einklang stehen,
- das große Potential an vorhandenem traditionellen know-how der älteren Generation in ländlichen und städtischen Regionen wird ignoriert und nicht in den Berufsausbildungssektor verstärkt einbezogen. Dadurch bleiben zahlreiche lokale Berufsausbildungsmöglichkeiten völlig ausgeschaltet,
- über 80% aller schulpflichtigen Kinder, die nach neunjährigem unentgeltlichen Schulbesuch mit dem 14. Lebensjahr die Schulpflicht erfüllt haben, werden mit dem Problem konfrontiert, eine Lehrstelle zu finden. Demgegenüber steht die staatliche These, die die berufliche Chancengleichheit für alle Schulabsolventen hervorhebt.

Im Gegensatz zu diesen Fakten steht die Antithese, welche die Diskrepanz zwischen der Anzahl der Schulabsolventen und dem Angebot an Berufsausbildungsmöglichkeiten aufzeigt.

- b.w. -

Das Forschungsziel besteht darin, Möglichkeiten zur Umstrukturierung des bestehenden Primar-, Sekundar- und Gymnasialschulwesens zu entwickeln. Dies sieht ein Verzahnungsmodell von Schule und Berufsausbildung (Lehre) vor, das sich primär am Ausbau der lokalen Bedürfnisse und Resourcen orientiert.

Die Forschungstechniken basieren hauptsächlich auf Erkundungsstudien und Informationsmaterial, das in Ghana im Jahre 1980/81 im Rahmen der vorliegenden Dissertationsarbeit gesammelt worden ist, sodaß die Studie sich zusammensetzt aus einer Synthese von historisch-chronischen und aktuell-problematischen Befunden.

Lebenslauf

Am 23.10.1943 wurde ich als erstes Kind des Landwirts Kwaku Dankwah und seiner Frau Abena-Adubeah Dankwah in Koforidua (Ostregion von Ghana) geboren.

Nach Späteinschulung in die presbyterianische Missionsschule in Koforidua im April 1952 besuchte ich diese bis zum Mittelschulabschluß (10.Klasse) im März 1962.

Von September 1962 bis Oktober 1965 arbeitete ich als angelernte Verkaufskraft bei einer englischen Automobilniederlassung in Koforidua.

Von April 1967 bis März 1970 absolvierte ich eine handwerkliche Berufsausbildung im Bereich des Schmiedehandwerks in Hamburg, die ich mit der Gesellenprüfung als Fahrzeugbauer abschloß.

Im April 1970 nahm ich das Studium an der Fachhochschule für Sozialarbeit und Sozialpädagogik in West-Berlin auf. Hier legte ich im März 1973 die Abschlußprüfung zum Sozialarbeiter/Sozialpädagogen "grad " erfolgreich ab.

Von April 1973 bis März 1974 leistete ich mein staatliches Anerkennungsjahr zum Sozialarbeiter/Sozialpädagogen beim Senat für Familie, Jugend und Sport in Berlin ab.

Vom Sommersemester 1974 bis zum Wintersemester 1975/76 war ich als Psychologiestudent an der Ruhr Universität Bochum immatrikuliert.

Im Sommersemester 1976 immatrikulierte ich mich für den Studiengang Pädagogik an der Universität Essen, wo ich die Diplom-Hauptprüfung für Pädagogen im Oktober 1978 erfolgreich ablegte.

Während meines Studiums in Bochum und in Essen übte ich in mehreren städtischen und privaten Einrichtungen der außerschulischen Jugendpflege sowohl nebenamtlich als auch hauptamtlich die Tätigkeit als Heimleiter aus.